UG Double Major Program

B.A. Hons.
Sanskrit and Defence Studies

Learning Outcomes-based Curriculum Framework
For
UG Double Major Program in Sanskrit and Defence Studies
2025

ज्ञान-विज्ञान विमुक्तये
UGC

UNIVERSITY GRANTS COMMISSION
BAHADUR SHAH ZAFAR MARG
NEW DELHI – 110002

Curriculum Development Committee for UG Double Major Program
B.A. Hons. (Sanskrit and Defence Studies)

Prof. Rajnish Kumar Mishra
Chairperson of the Committee and Professor, School of Sanskrit and Indic Studies, JNU, New Delhi.
✉ mishrarajnish@gmail.com
Prof. (Dr.) Om Prakash Shukla
Special Advisor and Principal, National Defence Academy, Pune - 411023✉ opshukla.nda@gmail.com
Prof. Ram Nath Jha
Special Advisor and School of Sanskrit and Indic Studies, JNU, New Delhi-110067
✉ rnjha@mail.jnu.ac.in
Col. (Dr.) C. S. Vijaykant
Senior Consultant and War Veteran, Founder President IIRF (Indus International Research Foundation), New Delhi (NCR), and Founding Member, IIRF (Americas, Dallas, Texas),
424 Parkside, Brigade Orchards, Devanahalli, Bengaluru – 562110 ✉ colonelvijay@gmail.com
Dr. Avijeet Kumar Biswas
Consultant and Expert (Defence)
Assistant Professor and Associate Dean (Training), School of Internal Security, Defence and Strategic Studies, Rashtriya Raksha University, Gandhinagar – 382305 ✉ akb2201@gmail.com
Mr Arjun
Consultant and Expert (Defence)
Assistant Professor, School of Internal Security Defence and Strategic Studies, Rashtriya Raksha University, Gandhinagar – 382305 ✉ S90.arjun@gmail.com
Dr. Vinayak Rajat Bhat
Consultant and Expert (Arthaśāstra and Sanskrit)
Associate Professor, Center for Indian Knowledge Systems, Chanakya University, Devanahalli, Bengaluru - 562110. ✉ vinayak.rb@chanakyauniversity.in
Dr. Bharat Dash
Consultant and Expert (Arthaśāstra and Panchatantra)
Assistant Professor. Faculty of Management Studies, Sri Sri University, Cuttack - 754006
✉ dashbharat@gmail.com
Dr. Sushree Sasmita Pati,
Consultant and Expert (Arthaśāstra and Sanskrit)
Assistant professor, School of Sanskrit, Gangadhar Meher University, Sambalpur - 768004.
✉ sspati2014@gmail.com
Ms. Shalini Chaudhary
Guest Contributor (Defence)
Assistant Professor, School of Internal Security Defence and Strategic Studies, Rashtriya Raksha University, Gandhinagar – 382305
Dr. Anuradha Choudry
Co-ordinator of the Committee,
Asst. Professor, IIT Kharagpur, Kharagpur - 721302
and Coordinator, IKS Division, New Delhi – 110016 ✉ panditanu@gmail.com
Dr. T. Mahendar
Convenor of the committee and Associate Professor, School of Sanskrit and Indic Studies, JNU, New Delhi. ✉ tpmahi@gmail.com

Contents

INTRODUCTION OF THE PROGRAM **1**
OBJECTIVES OF THE PROGRAM **2**
OUTCOMES OF THE PROGRAM **3**
PROGRAM OUTCOME MAPPING FOR MAJOR COURSES **4**
PROGRAM OUTCOME MAPPING FOR MINOR COURSES **8**
POOL OF MAJOR COURSES **9**
POOL OF MINOR COURSES **11**
FIRST YEAR: MAJOR PAPERS **12**
SEMESTER - 1 ..... **13**
Major 1.1: Basic Sanskrit 13
Major 1.2: Introduction to Defence and National Security Studies 16
Major 1.3: Fundamentals of Bhāratīya jñāna paramparā 19
Major 1.4: Bharatiya Social Institutions and Polity 21
Major 1.5: Introduction to Itihāsa-Purāṇa Tradition – I (General) 24
SEMESTER - 2 ..... **26**
Major 1.6: Classical Sanskrit Literature: Defence Perspectives - I 26
Major 1.7: Geopolitics and Military Geography 29
Major 1.8: Sanskrit through Arthaśāstra - I 32
Major 1.9: Statecraft and Diplomacy 35
Major 1.10: Critical Survey of Śāstric Literature 38
SECOND YEAR: MAJOR PAPERS **40**
SEMESTER - 3 ..... **41**
Major 2.1: Sanskrit through Arthaśāstra - II 41
Major 2.2: The Ideal of Governance (Kaccit-Sarga of Rāmāyaṇa) 44
Major 2.3: Strategic Thought 46
Major 2.4: India's Strategic Neighbourhood 49
Major 2.5: Saṃskṛt Bhāṣā Vijñānam 52
SEMESTER - 4 ..... **55**

Major 2.6: Vijigiśu Ṣāḍguṇya (Kākolūkīyam) 55
Major 2.7: Military History of India (Ancient, Medieval and Modern) 57
Major 2.8: Introduction to Itihāsa-Purāṇa Tradition - II (Defence Perspectives) 60
Major 2.9: Non-Traditional Security Threats 63
Major 2.10: Defence Organisations in India 66
THIRD YEAR: MAJOR PAPERS 69
SEMESTER – 5 70
Major 3.1: Sanskrit Grammar and Composition 70
Major 3.2: Peace and Conflict Studies 72
Major 3.3: Indian Scientific Heritage 75
Major 3.4: Role of UN in Disarmament and Arms Control 77
Major 3.5: Contributions of the Bhāratīya Jñāna Paramparā 80
SEMESTER – 6 82
Major 3.6: Śukranīti: Defence Perspective and Strategies 82
Major 3.7: Defence Economics 84
Major 3.8: War, Media and Journalism 87
Major 3.9: Intelligence in National Security 90
Major 3.10: Indian System of Logic and Debate 93
FOURTH YEAR: MAJOR PAPERS 96
SEMESTER – 7 97
Major 4.1: Basic Skills for Research Paper and Dissertation 97
Major 4.2: Ṣāḍguṇya in Arthaśāstra (Āvapādhikara) 99
Major 4.3: Modern Concepts of Warfare: Information Warfare, Cyber Warfare and Multi-Domain Operations 101
Major 4.4: Science and Technology in Relation to Warfare 105
Major 4.5: Defence Organisations: DRDO, PPP and Defence Corridors 109
SEMESTER – 8 112
Major 4.6: Marāṭhā Defence Strategies: Budhabhūṣaṇa and Śivabhāratam 112
Major 4.7: Comparative Strategic Thought 115

Major 4.8: India's Coastal and Maritime Security 117
Major 4.9: Classical Sanskrit Literature: Defence Perspectives - II 120
Major 4.10: Ancient Indian Psychology 123
SECOND YEAR: MINOR PAPERS 125
Minor 2.A.1: Fundamentals of Indian Philosophy 126
Minor 2.A.2: Military Psychology and Leadership 129
Minor 2.A.3: Introduction to Smṛti Literature: Defense Perspectives 132
Minor 2.A.4: Humanitarian Law, Human Rights and Intervention 135
THIRD YEAR: MINOR PAPERS 139
Minor 3.A.1: Philosophy of Yoga 140
Minor 3.A.2: Disaster Management: Humanitarian Assistance and Disaster Relief 142
Minor 3.A.3: Research Methodology for Sanskrit Studies 145
Minor 3.A.4: Vyūhas: Tactical Positions 149
FOURTH YEAR: MINOR PAPERS 151
Major 4.A.1: Indian Legal System 152
Minor 4.A.2: Theories of War and Peace 154
Major 4.A.3: Vedanga Jyotisha and Scientific Wisdom 157
Minor 4.A.4: War and Gender 161

INTRODUCTION OF THE PROGRAM

The B.A. Hons. in Sanskrit and Defence Studies offers a unique interdisciplinary platform to explore India's classical wisdom alongside modern strategic and security studies. The program emphasizes a deep and rigorous study of Sanskrit, enabling students to access and interpret original texts on statecraft, warfare (like the Arthashastra), diplomacy and ethics. Parallelly, students gain foundational and applied knowledge in Defence Studies, including national security, geopolitics and military strategy. By integrating traditional insights with contemporary defence thinking, the course equips students with linguistic precision, historical depth and analytical skills essential for roles in research, defence analysis, policy and civil services.

OBJECTIVES OF THE PROGRAM

- To develop proficiency in Sanskrit language and classical texts.
- To analyze ancient Indian military and political thought through Sanskrit sources.
- To understand the fundamentals of defence studies, including security, strategy and geopolitics.
- To explore the historical evolution of warfare and defence mechanisms in India.
- To critically engage with ancient and modern perspectives on statecraft and diplomacy.
- To encourage interdisciplinary research blending traditional knowledge with contemporary defence studies.
- To prepare students for competitive exams, academic research and defence-related careers.

OUTCOMES OF THE PROGRAM

By the end of the B.A. Sanskrit and Defence Studies program, Students will be able to:

PLO Code	Program Learning Outcomes (PLOs) for UG Program
PLO 1	● **Rootedness:** Contribute to cultural preservation, academic growth and public understanding of Sanskrit traditions. ● Understand and explain major philosophical and literary traditions of India.
PLO2	● **Indian Knowledge System (IKS):** Engage with India's knowledge systems from a critical and informed perspective.
PLO3	● **Futuristic:** Conduct foundational academic research and present findings in a structured and scholarly manner. ● Apply Sanskrit grammar accurately in composition and interpretation.
PLO4	● **Multidisciplinary:** Use Sanskrit knowledge in contemporary knowledge domains such as manuscriptology, computational linguistics, translation and education.
PLO5	● **Employability:** Read, understand and analyze Sanskrit texts relating to various genres and historical periods and utilize the acquired knowledge in different domains of Sanskrit.

PROGRAM OUTCOME MAPPING FOR MAJOR COURSES

Course Name	Rootedness	IKS	Futuristic	Employability	Value, Skill and Multidisciplinary	Disciplinary Knowledge	Difficulty Level
Basic Sanskrit	✓	✓	✓	✓	✓	✓	✓
Introduction to Defence and National Security Studies	✓		✓	✓	✓	✓	✓
Fundamentals of Bhāratīya Jñāna Paramparā	✓	✓	✓	✓	✓	✓	✓
Bhāratiya Social Institutions and Polity	✓	✓	✓	✓	✓	✓	✓
Introduction to Itihāsa Purāṇa Tradition - I (General)	✓	✓	✓	✓	✓	✓	✓
Classical Sanskrit Literature: Defence Perspectives - I	✓	✓	✓	✓	✓	✓	✓
Geopolitics and Military Geography	✓		✓	✓	✓	✓	✓
Sanskrit through Arthaśāstra - I	✓	✓	✓	✓	✓	✓	✓
Statecraft and Diplomacy	✓		✓	✓	✓	✓	✓
Critical Survey of śāstric Literature	✓	✓	✓	✓	✓	✓	✓
Sanskrit through Arthaśāstra - II	✓	✓	✓	✓	✓	✓	✓
The Ideal of Governance	✓	✓	✓	✓	✓	✓	✓

(Kaccit-sarga of Rāmāyaṇa)							
Strategic Thought	✓		✓	✓	✓	✓	✓
India's Strategic Neighbourhood	✓		✓	✓	✓	✓	✓
Saṃskṛt Bhāṣā Vijñānam	✓	✓	✓	✓	✓	✓	✓
Vijigiśu ṣāḍguṇya (Kākolūkīyam)	✓	✓	✓	✓	✓	✓	✓
Military History of India (Ancient, Medieval and Modern)	✓	✓	✓	✓	✓	✓	✓
Introduction to Itihāsa Purāṇa Tradition - II (Defence Perspectives)	✓	✓	✓	✓	✓	✓	✓
Non-Traditional Security Threats	✓		✓	✓	✓	✓	✓
Defence Organisations in India	✓		✓	✓	✓	✓	✓
Sanskrit Grammar and Composition	✓	✓	✓	✓	✓	✓	✓
Peace and Conflict Studies	✓		✓	✓	✓	✓	✓
Indian Scientific Heritage	✓	✓	✓	✓	✓	✓	✓
Role of UN in Disarmament And Arms Control			✓	✓	✓	✓	✓
Contributions of the Bhāratīya Jñāna Paramparā	✓	✓	✓	✓	✓	✓	✓
Śukranīti: Defence Perspectives and Strategies	✓	✓	✓	✓	✓	✓	✓

Defence Economics	✓		✓	✓	✓	✓	✓
War, Media and Journalism			✓	✓	✓	✓	✓
Intelligence in National Security	✓		✓	✓	✓	✓	✓
Indian System of Logic and Debate	✓	✓	✓	✓	✓	✓	✓
Basic Skills for Research Paper and Dissertation	✓	✓	✓	✓	✓	✓	✓
Ṣāḍguṇya in Arthaśāstra (Āvapādhikara)	✓	✓	✓	✓	✓	✓	✓
Modern Concepts of Warfare: Information Warfare, Cyber Warfare and Multi-Domain Operations			✓	✓	✓	✓	✓
Science And Technology in Relation to Warfare			✓	✓	✓	✓	✓
Defence Organisations: DRDO, PPP and Defence Corridors	✓		✓	✓	✓	✓	✓
Marāṭhā Defence Strategies: Budhabhūṣaṇa and Śivabhāratam	✓	✓	✓	✓	✓	✓	✓
Comparative Strategic Thought	✓	✓	✓	✓	✓	✓	✓
India's Coastal and Maritime Security	✓		✓	✓	✓	✓	✓

Classical Sanskrit Literature: Defence Perspectives - II	✓	✓	✓	✓	✓	✓	✓
Ancient Indian Psychology	✓	✓	✓	✓	✓	✓	✓

PROGRAM OUTCOME MAPPING FOR MINOR COURSES

Course Name	Rootedness	IKS	Futuristic	Employability	Value, Skill and Multidisciplinary	Disciplinary Knowledge	Difficulty Level
Fundamentals of Indian Philosophy	✓	✓	✓	✓	✓	✓	✓
Military Psychology and Leadership	✓	✓	✓	✓	✓	✓	✓
Introduction to Smṛti Literature: Defense Perspectives	✓	✓	✓	✓	✓	✓	✓
Humanitarian Law, Human Rights and Intervention			✓	✓	✓	✓	✓
Philosophy of Yoga	✓	✓	✓	✓	✓	✓	✓
Disaster Management: Humanitarian Assistance and Disaster Relief			✓	✓	✓	✓	✓
Research Methodology for Sanskrit Studies	✓	✓	✓	✓	✓	✓	✓
Vyūhas: Tactical Positions	✓	✓	✓	✓	✓	✓	✓
Indian Legal System	✓	✓	✓	✓	✓	✓	✓
Theories of War and Peace	✓		✓	✓	✓	✓	✓
Vedāṅga Jyotiṣa and Scientific Wisdom	✓	✓	✓	✓	✓	✓	✓
War and Gender	✓		✓	✓	✓	✓	✓

POOL OF MAJOR COURSES

S. No.		Course Name	Course Credit	Course Level
1	FIRST YEAR MAJORS	Major 1.1: Basic Sanskrit	4	100-199
2		Major 1.2: Introduction to Defence and National Security Studies	4	100-199
3		Major 1.3: Fundamentals of Bhāratīya Jñāna Paramparā	4	100-199
4		Major 1.4: Bhāratiya Social Institutions and Polity	4	100-199
5		Major 1.5: Introduction to Itihāsa Purāṇa Tradition - I (General)	4	100-199
6		Major 1.6: Classical Sanskrit Literature: Defence Perspectives - I	4	100-199
7		Major 1.7: Geopolitics and Military Geography	4	100-199
8		Major 1.8: Sanskrit through Arthaśāstra - I	4	100-199
9		Major 1.9: Statecraft and Diplomacy	4	100-199
10		Major 1.10: Critical Survey of śāstric Literature	4	100-199
11	SECOND YEAR MAJORS	Major 2.1: Sanskrit through Arthaśāstra - II	4	200-299
12		Major 2.2: The Ideal of Governance (Kaccit-sarga of Rāmāyaṇa)	4	200-299
13		Major 2.3: Strategic Thought	4	200-299
14		Major 2.4: India's Strategic Neighbourhood	4	200-299
15		Major 2.5: Saṃskṛt Bhāṣā Vijñānam	4	200-299
16		Major 2.6: Vijigiśu ṣāḍguṇya (Kākolūkīyam)	4	200-299
17		Major 2.7: Military History of India (Ancient, Medieval and Modern)	4	200-299
18		Major 2.8: Introduction to Itihāsa Purāṇa Tradition - II (Defence Perspectives)	4	200-299
19		Major 2.9: Non-Traditional Security Threats	4	200-299
20		Major 2.10: Defence Organisations in India	4	200-299
21	THIRD YEAR MAJORS	Major 3.1: Sanskrit Grammar and Composition (2)	4	300-399
22		Major 3.2: Peace and Conflict Studies	4	300-399
23		Major 3.3: Indian Scientific Heritage	4	300-399
24		Major 3.4: Role of UN in Disarmament and Arms Control	4	300-399
25		Major 3.5: Contributions of the Bhāratīya Jñāna Paramparā	4	300-399
26		Major 3.6: Śukranīti: Defence Perspectives and Strategies	4	300-399
27		Major 3.7: Defence Economics	4	300-399
28		Major 3.8: War, Media and Journalism	4	300-399
29		Major 3.9: Intelligence in National Security	4	300-399
30		Major 3.10: Indian System of Logic and Debate	4	300-399
31		Major 4.1: Basic Skills for Research Paper and Dissertation	4	400-499

32	**FOURTH YEAR MAJOR**	Major 4.2: Shadgunya in ArthashAstra (avApAdhikAra)	4	400-499
33		Major 4.3: Modern Concepts of Warfare: Information Warfare, Cyber Warfare and Multi-Domain Operations	4	400-499
34		Major 4.4: Science And Technology in Relation to Warfare	4	400-499
35		Major 4.5: Defence Organisations: DRDO, PPP and Defence Corridors	4	400-499
36		Major 4.6: Marāṭhā Defence Strategies: Budhabhūṣaṇa and Śivabhāratam	4	400-499
37		Major 4.7: Comparative Strategic Thought	4	400-499
38		Major 4.8: India's Coastal and Maritime Security	4	400-499
39		Major 4.9: Classical Sanskrit Literature: Defence Perspectives - II	4	400-499
40		Major 4.10: Ancient Indian Psychology	4	400-499

POOL OF MINOR COURSES

S. No.		Course Name	Course Credit	Course Level
1	SECOND YEAR MINOR	Minor 2.A.1: Fundamentals of Indian Philosophy	4	200-299
2		Minor 2.A.2: Military Psychology and Leadership	4	200-299
3		Minor 2.A.3: Introduction to Smṛiti Literature: Defense Perspectives	4	200-299
4		Minor 2.A.4: Humanitarian Law, Human Rights and Intervention	4	200-299
5	THIRD YEAR MINOR	Minor 3.A.1: Philosophy of Yoga	4	300-399
6		Minor 3.A.2: Disaster Management: Humanitarian Assistance and Disaster Relief	4	300-399
7		Minor 3.A.3: Research Methodology for Sanskrit Studies	4	300-399
8		Minor 3.A.4: Vyūhas: Tactical Positions	4	300-399
9	FOURTH YEAR MINOR	Minor 4.A.1: Indian Legal System	4	400-499
10		Minor 4.A.2: Theories of War and Peace	4	400-499
11		Minor 4.A.3: Vedāṅga Jyotiṣa and Scientific Wisdom	4	400-499
12		Minor 4.A.4: War and Gender	4	400-499

FIRST YEAR: MAJOR PAPERS

Difficulty Level 100-199

Credits - 4
Hours - 60

SEMESTER - 1

Major 1.1: Basic Sanskrit

Course objectives:

1. To generate interest in Sanskrit language among the students.
2. To impart knowledge of the structure of Sanskrit language.
3. To impart general skills of communication and writing in Sanskrit.

Learning Outcomes:

After the completion of the course, the students will:

1. Construct sentences using verbal roots (Śabdadhātu)
2. Construct sentences using participles (Kṛdanta) and various tenses/moods (Lakāra)
3. Use voice transformations (Vācyaparivartana) in practice.
4. Describe compounds (Samāsa) with their types.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 1.1	Basic Sanskrit	04	0	0	04

Details of Course:

Unit I Vibhakti, Laṭ & Lṛṭ lakāra. **Credit 1**

- Declensions (विभक्तिरूपाणि) of the following:
  - Chātra
  - Kavi
  - Śiśu
  - Pitṛ
  - Kartṛ
  - Ātmán
  - Bhavat
  - Latā
  - Mati
  - Nadī
  - Vāk
  - Manas.
- Making the sentences using laṭ lakāra prathamapuruṣa of Bhvādi, Tudādi, Divādi & Curādi Dhātus with the Prathamā & Dvitīyā vibhakti of Akārānta puṃliṅga & Napuṃsaka liṅga.
- Making the sentence using Ekavacana of all vibhaktis of Akārānta Puṃliṅga & Napuṃsakaliṅga's words by the above mentioned Dhātus.
- Introduction of Representative Dhātus of the following ganas along with Vikaraṇa suffix:

अस् (अदादिगण), दा (जुहोत्यादिगण), श्रु (भ्वादिगण), ज्ञा, ग्रह्, (क्र्यादिगण), कृ (तनादिगण) use of prathamapuruṣa & sentence making.

- Making the sentences using Sarvanāma puṃliṅga śabdas – तत्, एतत्, किम्, यत्. (तत्, एतत्, किम्, यत् इत्यादीनां सर्वनामपुंलिङ्गशब्दानां प्रयोगेन वाक्यनिर्माणम्।)
- Use of Asmad śabda with uttamapuruṣa of some dhātūs.
- Use of Yuṣmad śabda with madhyamapuruṣa of some dhātūs.
- Use of Asmad & Yuṣmad śabdas in all vibhaktis.
- Making the sentence with the singular of all Vibhaktis of Halanta puṃ, strī, & napuṃsaka liṅga śabdas by using Lṛṭ lakāra.
- Making the sentences with Ākārānta, Ukārānta & Īkārānta Strīliṅga words by using Lṛṭ lakāra.

Unit II Kṛdanta and Anya Lakāra. Credit 1

- Making the sentences with śatṛ suffix with all above words in puṃliṅga & strīliṅga.
- Making the sentences with śatṛ suffix in Rkārānta puṃliṅga & strīliṅga words.
- Kta & ktavatu suffix – Making the sentence in Karmavācya & Bhāvavācya.
- Use of all Representative dhatu in all ganas.
- Making the sentences with all the Dhatus mentioned above by using Laṅ lakāra (लङ् लकारः).
- Making the sentences with all the Dhatus mentioned above by using Loṭ lakāra (लोट् लकारः).
- Making the sentences with all the Dhatus mentioned above by using Vidhiliṅ lakāra (विधिलिङ् लकारः)

Unit III Sandhi evaṃ Tiṅnta Karmavācya. Credit 1

- Ac sandhayaḥ –
  - Dīrghasandhiḥ
  - Guṇasandhiḥ
  - Vṛddhisandhiḥ
  - Yaṇsandhiḥ
  - Ayādisandhiḥ
  - Pūrvarūpasandhiśca
- Visarga sandhiḥ.
- Vyañjanasandhiḥ.
- Ātmanepadidhātavaḥ – Pañca Lakārāḥ.
- Yak pratyayaḥ – The usage of various verb forms (lakāras) in the Karmavācya and Bhāvavācya.
- Tavyat, anīyar, kta-pratyayāḥ (Karmaṇi Prayogaḥ).

Unit IV Samāsa. Credit 1

- Tatpuruṣasamāsaḥ.

- Dvandvasamāsaḥ.
- Karmadhārayasamāsaḥ –
    - Viśeṣaṇakarmadhārayaḥ
    - Viśeṣyakarmadhārayaḥ
    - Upamāmūlakakarmadhārayaḥ
    - Rūpakamūlakakarmadhārayaḥ.
- Upapada-tatpuruṣa-samāsaḥ.
- Bahuvrīhisamāsaḥ.
- Avyayībhāvasamāsaḥ.

Essential/Recommended Readings/Texts:

1. द्विवेदी, कपिलदेव:, (संस्करण1961), *प्रौढरचनानुवादकौमुदी*, गोरखपुर: उत्तर प्रदेश, विश्वविद्यालय प्रकाशन।
2. त्रिपाठी, डॉ०ब्रह्मानन्द, (संस्करण 2014) *रूपचन्द्रिका*, वाराणसी : चौखम्बा सुरभारती प्रकाशन।
3. द्विवेदी, कपिलदेव:, (संस्करण 2019), *प्रारम्भिक रचनानुवादकौमुदी*, वाराणसी : उत्तर प्रदेश, विश्वविद्यालय प्रकाशन।

Additional Readings:

1. सक्सेना बाबूराम, (1958) *संस्कृत व्याकरण प्रवेशिका*, रामनारायण लाल, प्रकाशक तथा पुस्तक विक्रेता, प्रयागराज।
2. Whitney, William Dwight, (Edition 1879), *Sanskrit Grammar*, Leipzig, German.
3. शास्त्री, चक्रधर नौटियाल हंस, (संस्करण 1999), *बृहद्-अनुवाद-चन्द्रिका,* दिल्ली: मोतीलाल बनारसीदास।
4. पाण्डेय, राधामोहन, (2022), *संस्कृत सहचर*, पटना : स्टूडेंट्स फ्रेंड्स।

Difficulty Level 100-199

Credits - 4
Hours - 60

Major 1.2: Introduction to Defence and National Security Studies

Course Objectives:

1. To introduce students to the fundamental concepts, scope and relevance of Defence and National Security Studies.
2. To familiarise students with the principles, theories and mechanisms of war and peace.
3. To examine the structure, role and functioning of India's defence apparatus and national security institutions.
4. To develop the ability to critically analyse both traditional and non-traditional security threats.
5. To encourage informed discussion and independent thinking on contemporary security challenges and strategic responses.

Learning Outcomes:

After the completion of the course, the students will:

1. Clearly define and distinguish key concepts of Defence & National Security Studies.
2. Explore the basic architecture of India's defence forces and security institutions.
3. Analyse the causes, types and changing nature of war in the modern era.
4. Explain various theories and approaches to peace and conflict resolution.
5. Confidently communicate on fundamental aspects of defence, strategy and security policy.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
Major 1.2	Introduction to Defence and National Security Studies	04	0	0	04

Details of Course:

Unit I Foundations of Defence & National Security Studies. Credit 1

- Nomenclature, meaning and scope of Defence and National Security Studies.
- Defence: art or science; normative and positive underpinnings.
- Distinction between tactics, strategy and grand strategy.
- Evolution of national security as a discipline.
- The concept of comprehensive security: military, political, economic, societal and environmental dimensions.

Unit II Defence Structure and Strategic Framework of India. Credit 1

- Basic defence architecture of India: organisation of the Ministry of Defence, Chiefs of Staff Committee, Integrated Defence Staff.

- Field formations and rank structure of the Indian Army, Navy and Air Force.
- India's national security apparatus: National Security Council, Cabinet Committee on Security, National Security Advisor.
- Overview of paramilitary and central armed police forces in national security.
- Civil–military relations in India.

Unit III Theories & Mechanisms of War. Credit 1

- Theories and causes of war (political, economic, psychological, cultural).
- Distinction between war, battle and campaign.
- Types of warfare: conventional, nuclear-age conventional warfare, limited war, revolutionary warfare, guerrilla warfare, insurgency and counter-insurgency, low-intensity operations, non-conventional warfare.
- Traditional vs. non-traditional security threats.
- Armaments and related issues: arms race, arms aid, arms trade, arms proliferation, small arms proliferation.
- Conflicting ideologies: militarism, nationalism, fundamentalism, separatism, irredentism.

Unit IV Theories & Mechanisms of Peace. Credit 1

- Meaning, definition and various forms of peace.
- Concepts: disarmament, arms control and international law.
- Theories of peace: democratic peace theory, Johan Galtung's peace theory.
- Role of international organisations in peace and security: League of Nations, United Nations, regional security organisations.
- Approaches to peace: peacemaking, peacekeeping and peacebuilding.
- Linkages between sustainable development and long-term security.

Essential/Recommended Readings/Texts:

1. Mukherji, & Shyam, L. (1952). *A textbook of military science* (Vol. II). Delhi: Navayuga.
2. Aron, R. (1966). *Peace and war: A theory of international relations*. New York: Praeger.
3. Tripathi, K. S. (1970). *Evolution of nuclear strategies*. New Delhi: Vikas.
4. Blainey, G. (1973). *The causes of war*. London: Macmillan.
5. Montgomery, V. (1983). *A history of warfare*. New York: William Morrow.
6. Sidhu, K. S. (1988). *War and its principles*. New Delhi: Atlantic Publishers.
7. Adhikari, S. (2019). *Development of strategic thought*. Delhi: RDU Publication.
8. Collins, A. (*latest ed.*). *Contemporary security studies*. Oxford: Oxford University Press.
9. Yarger, H. R. *The elements of national security*. Carlisle, PA: U.S. Army War College, Strategic Studies Institute.

Additional Readings:

1. Osanka, F. M. (1962). *Modern guerrilla warfare*. New York: Free Press.

2. Walt, S. M. (1991). The renaissance of security studies. *International Studies Quarterly, 35*(2).
3. Baldwin, D. A. (1997). The concept of security. *Review of International Studies, 23*.
4. Booth, K. (2007). *Theory of world security*. Cambridge: Cambridge University Press.
5. Freedman, L. (2013). *Strategy: A history*. Oxford: Oxford University Press.
6. Baylis, J., Wirtz, J. J., & Gray, C. S. (Eds.). (2022). *Strategy in the contemporary world: An introduction to strategic studies* (7th ed.). Oxford: Oxford University Press.
7. United Nations. *UN peacekeeping operations: Principles and guidelines (Capstone doctrine)*. United Nations.

Continuous Assessment:

The assessment should be based on any four of the following:

1. Participation in workshops on defence and national security policy.
2. Writing assignments on specific strategic or security issues.
3. Producing short videos explaining a war or security concept.
4. Participation in simulation exercises or war games.
5. Presentation of a case study on a historical battle or national security crisis.

Difficulty Level 100-199

Credits - 4
Hours - 60

Major 1.3: Fundamentals of Bhāratīya jñāna paramparā

Course Objectives:

1. To understand the fundamentals, historical development and key domains of the Indian Knowledge System (IKS).
2. To learn traditional methods of knowledge acquisition and recognize the contributions of IKS to global knowledge.
3. To examine the relevance of IKS in the modern world and explore its applications in contemporary contexts.
4. To promote cross-cultural dialogue and encourage the integration of IKS with other global knowledge systems.
5. To inspire interdisciplinary research and foster the blending of traditional wisdom with modern innovation.

Learning Outcomes:

After completion of the course, the students will:

1. Explore the main components of the Indian Knowledge Tradition.
2. Explain the significance of the Indian Knowledge Tradition.
3. Describe the historical development of the Indian Knowledge Tradition in various subjects.
4. Analyze philosophy, mathematics, medicine, etc., within the Indian Knowledge Tradition.
5. Evaluate the relevance of the Indian Knowledge System in addressing contemporary challenges in education, health and sustainability.
6. Describe the Oral Tradition (Śrutiparamparā)

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 1.3	Fundamentals of Bhāratīya Jñāna Paramparā	04	0	0	04

Details of Course:

Unit I Introduction of Bhāratīya jñāna paramparā. **Credit 1**

- Background and significance.
- Objective of the paper.

Unit II Historical Development of the Indian Knowledge System. **Credit 1**

- Vedic Period: The Foundation of Indian Thought.
- Upanishadic Era: Quest for Ultimate Reality.
- Classical Age: Synthesis of Philosophy, Science and Arts.

Unit III Key Dimensions of the Indian Knowledge System. Credit 1

- Philosophy and Spirituality.
- Mathematics and Astronomy.
- Medicine and Ayurveda.
- Linguistics and Grammar.
- Arts and Literature.

Unit IV Epistemology and Methods of Knowledge Acquisition. Credit 1

- Shruti and Smriti: Oral and Textual Traditions.
- Guru-Shishya Parampara: Teacher-Student Tradition.
- Yoga and Meditation: Self-Realization and Higher States of Consciousness.
- Observation and Empirical Analysis.

Essential/Recommended Readings/Texts:

1. Patanjali. (1950). The Yoga Sutras of Patanjali (Swami Sivananda, Trans.). Rishikesh: The Divine Life Society.
2. Brown, P. (1959). Indian Architecture: Buddhist and Hindu Periods. Bombay: D. B. Taraporevala Sons.
3. Taimni, I. K. (1961). The Science of Yoga. Adyar: The Theosophical Publishing House.
4. Chanakya. (1992). The Arthashastra (L. N. Rangarajan, Trans.). New Delhi: Penguin Books.
5. Swami Prabhavananda, & Isherwood, C. (1997). The Yajurveda. Kolkata: Advaita Ashrama.
6. Swami Sivananda. (2005). The Samaveda. Rishikesh: The Divine Life Society.
7. Beck, G. L. (2006). Indian Music: A Brief Introduction. New Delhi: Oxford University Press.
8. Vyasa. (2007). The Bhagavad Gita (Eknath Easwaran, Trans.). Petaluma: Nilgiri Press.
9. Joshi, N. P. (2009). The Atharvaveda. Gorakhpur: Gita Press.
10. Shankar, N. S. (2015). The Rigveda. New Delhi: HarperCollins.
11. Valmiki. (2015). The Ramayana (C. Rajagopalachari, Trans.). Mumbai: Bharatiya Vidya Bhavan.
12. Vyasa. (2015). The Mahabharata (C. Rajagopalachari, Trans.). Mumbai: Bharatiya Vidya Bhavan.

Additional Readings:

1. Prabhavananda, Swami and Manchester, Frederick. (1957). *The Upanishads*, Revised edition. New York: New American Library.
2. Hamilton, Sue. (2001). *Indian Philosophy: A Very Short Introduction*. Oxford: Oxford University Press.
3. Danino, Michel. (2010). *The Lost River: On the Trail of the Sarasvati*. New Delhi: Penguin Books.
4. Eck, Diana L. (2012). *India: A Sacred Geography*. New York: Harmony Books.

Difficulty Level 100-199

Credits - 4
Hours - 60

Major 1.4: Bharatiya Social Institutions and Polity

Course objectives:

1. To generate interest in Ancient Sociological and Political Structure of the Society. students.
2. To impart knowledge of the ancient Political Thinkers.
3. To impart general skills to argue on the related topics.
4. To establish the relevance of Ancient Bharatiya Social and Political Institutions.

Learning Outcomes:

After the completion of the course, the students will:

1. Assert that Dharma is the foundation of indian society.
2. Describe the structure of society.
3. Explain the concept of a Welfare State in Kauṭilya's Arthaśāstra.
4. Be prepared to describe the state (Rājya) and international relations.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 1.4	Bharatiya Social Institutions and Polity	04	0	0	04

Details of Course:

Unit I Foundations of Bharatiya Society. **Credit 1**

- Dharma-
  - Sources of Dharma (*Manusmṛti,* 2,12; *Yājñavalkyasmṛti*,1.7)
  - Fourteen-*Dharmasthānas* (*Yājñavalkyasmṛti* 1.3)
  - *Dharma* as Social and Moral Duty (*Mitākṣarāṭīkā* on *Yājñavalkyasmṛti* 1.1) (*Manusmṛti* 6.92)
- Dharma as an evolving institution – Directions of and reasons for changes in DharmaŚāstra.
- Four aims of life *'Puruṣārtha Catuṣṭaya'* –
  - *Dharma*
  - *Artha*
  - *Kāma*
  - *Mokṣa.*

Unit II Structure of Society. **Credit 1**

- Varṇa-System and Caste System-
  - Four-fold division of *Varṇa* System, (*Ṛgveda*, 10.90.12) (*Mahābhārata, Śāntiparva* 72.3.8)

- Division of *Varṇa* according to *Guṇa* and *Karma* (*Bhagvadgīta*, 4.13, 18.41-44).
- Assimilation of foreign tribes in Varṇa-System (*Mahābhārata, Śāntiparva*, 65.13-22)

- **Position of Women in the Society-**
  - Brief survey of position of women in different stages of Bharatiya Society;
  - Position of women in *Mahābhārata* (*Anuśāsanaparva* 46.5-11, *Sabhāparva*, 69.4-13)
  - Praise of women in The *Bṛhatsaṁhitā* of Varāhamihira (*Strīprasaṁsā,* chapter-74.1-10)

Unit III State and Kingship. Credit 1

- Concept of Welfare State in *Arthaśāstra* of Kauṭilya (*Arthaśāstra*, 1.13: '*Matsyanyāyābhibhutah*' to '*Yo' Asmāngopāyatīti*')
- Essential Qualities of King (*Arthaśāstra*,6.1.16-18: '*Sampādayatyasampannaḥ*' to '*Jayatyeva Na Hīyate*')
- Conduct of the state (Manusmṛti 7 Verses 1 to 15)

Unit IV State and International Relations. Credit 1

- 'Saptāṅga' Theory of State:
  - 1. Svāmi, 2. Amātya, 3. Janapada 4. Pura, 5. Kośa, 6. Daṇḍa and 7. Mitra (Arthaśāstra 6.1) (Mahābhārata, Śāntiparva 56.5) (Śukranīti, 1.61-62)
- 'Maṇḍala 'Theory of Inter-State Relations:
  - 1. *Ari*, 2. *Mitra*, 3. *Ari-mitra*, 4. *Mitra-mitra*, 5. Ari-mitramitra.
- *Śāḍgunya* 'Policy of War and Peace:
  - *Sandhi*, 2. *Vigraha*, 3. *Yāna*, 4. *Āsana*, 5. *Saṁśraya* 6. *Dvaidhibhāva*.

Essential/Recommended Readings/Texts:

1. Shastri, H. P. (Trans.). (1952–1959). Mahābhārata (7 Vols). London.
2. Kangale, R. P. (Ed.). (1965). Arthaśāstra of Kautilya. Delhi: Motilal Banarsidass.
3. Yājñavalkyasmṛti with Mitākṣarā commentary. (1967). Varanasi: Chowkhamba Sanskrit Series Office.
4. शास्त्री, उदयवीर, (1970), कौटिलीय अर्थशास्त्र, दिल्ली : मेहर चन्द लछमन दास।
5. ऋग्वेदासांहिता, (1983), संपादकः श्रीमन्मोक्षमूलरभट्टः. वाराणसी : कृष्णदास अकादमी।
6. श्रीमद्भगवद्गीता, शांकरभाष्य. (2001). गोरखपुर : गीताप्रेस।
7. Olivelle, P. (Ed. & Trans.). (2006). Manu's Code of Law: A Critical Edition and Translation of the Mānava-Dharmaśāstra. New Delhi: Oxford University Press.
8. मनुस्मृति, (2015), दिल्ली : चौखंबा प्रकाशन।
9. वराहमिहिर, बृहत्संहिता (हिन्दी अनुवाद: बलदेव प्रसाद मिश्र), मुंबई : खेमराज श्रीकृष्णदास प्रकाशन।
10. महाभारत (1–6 भाग, हिन्दी अनुवाद सहित), (2020), गोरखपुर : गीताप्रेस।

Additional Readings:

1. Ghosal, U. N., (1959). A History of Bharatiya Political Ideas. Bombay.

2. Law, N. S. (1960). Aspect of Ancient Bharatiya Polity. Calcutta.
3. Saletore, B. A. (1963). Ancient Bharatiya Political Thought and Institutions. Bombay.
4. Altekar, A. S. (1965). The Position of Women in Hindu Civilization. Delhi.
5. काणे. पी. वी, (1966–73), धर्मशास्त्र का इतिहास (1–4 भाग), लखनऊ: उत्तर प्रदेश हिन्दी संस्थान।
6. Jayaswal, K. P. (1967). Hindu Polity. Bangalore.
7. Prasad, Beni. (1968). Theory of Government in Ancient India, Allahabad.
8. विद्यालङ्कार, सत्यकेतु, (1968), प्राचीन भारतीय शासन व्यवस्था और राजशास्त्र, मैसूर: सरस्वती सदन।
9. Pandey, G. C. (1984). Jaina Political Thought. Jaipur: Prakrit Bharti.
10. Bhandarkar, D. R. (1988). Some Aspects of Ancient Bharatiya Hindu Polity. Banaras: Banaras Hindu University.
11. Sharma, R. S. (1996). Aspects of Political Ideas and Institutions in Ancient India. Delhi: MLBD.
12. Prabhu, P. H. (1998). Hindu Social Organisation. Mumbai: Popular Prakashan.
13. Mehta, V. R. (1999). Foundations of Bharatiya Political Thought. Delhi: Manohar Publisher.
14. Altekar, A. S. (2001). State and Government in Ancient India. Delhi: Motilal Banarsidass.
15. जायसवाल, सुवीरा, (2004), वर्ण तथा जाति व्यवस्था: उद्भव तथा विकास।
16. Mathur, A. D. (2006). Medieval Hindu Law. New Delhi: Oxford University Press.
17. रुस्तगी, उर्मिला, (2019), स्मृतियों में न्याय प्रक्रिया, दिल्ली: जे.पी. पब्लिशिंग हाउस।
18. Jha, M. N. Modern Bharatiya Political Thought. Meerut: Meenakshi Prakashan.
19. Lingat, Robert. Classical Hindu Law.

Difficulty Level 100-199

Credits - 4
Hours - 60

Major 1.5: Introduction to Itihāsa-Purāṇa Tradition - I (General)

Course Objectives:

1. To enable students to know the origin and evolution of Itihāsa-purāṇa tradition.
2. To impart knowledge of texts and authors of Itihāsa-purāṇa
3. To prepare students to understand the role of Itihāsa-purāṇa in development of Indian narrative tradition.
4. To make students aware of religious, spiritual and cultural significance of Itihāsa-purāṇa tradition.

Learning Outcomes:

After the completion of the course, the students will:

1. Discuss the significance of Itihāsa and Purāṇa and demonstrate their authority in the Vedas, Upaniṣads, Smṛtis, Arthaśāstras and other texts.
2. Review various editions of the Rāmāyaṇa and highlight the unique characteristics of folk customs and culture found therein.
3. Explain the developmental stages of the Mahābhārata and describe its encyclopedic nature.
4. Examine the topics in the eighteen Purāṇas and describe their contributions to history, Dharma, culture, geography, arts and crafts.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 1.5	Introduction to Itihāsa-Purāṇa Tradition – I (General)	04	0	0	04

Details of Course:

Unit I Meaning and Significance of Itihāsa-Purāṇa. **Credit 1**

- Meaning of Itihāsa and Purāṇa.
- Mentions of Itihāsa and Purāṇa in Atharvaveda (15-6-8,11), Chāndogya Upaniṣad (7.4) and Arthaśāstra (1.5)
  - Exposition of: "इतिहासपुराणाभ्यां वेदं समुपबृहंयेत्।"
- Panca Lakṣaṇa (Five Characteristics) of Purāṇa.
- The place of Itihāsa-Purāṇa in the Indian narrative tradition.

Unit II Rāmāyaṇa. **Credit 1**

- The text and author of Rāmāyaṇa.
- Various versions and critical editions of Rāmāyaṇa.
- Ethos and culture depicted in Rāmāyaṇa.
- Rāmāyaṇa as a source-book (Upajīvya) for later literary production.

Unit III Mahābhārata. **Credit 1**

- The text and author of Mahābhārata.
- Evolution of the text:
    - Jaya.
    - Bhārata.
    - Mahābhārata.
- Brief description of 18 chapters of Mahābhārata.
- Mahābhārata as an encyclopaedic text.
- Mahābhārata as a source-book (Upajīvya) for later literary production.

Unit IV Purāṇa. **Credit 1**

- Brief introduction to 18 Purāṇas.
- Purāṇa as a source-book for:
    - History.
    - Religion.
    - Culture.
    - Geography.
    - Art and craft.

Essential/Recommended readings/Texts:

1. Chaturvedi, Badarinath. (2006). *Mahabharata: An Inquiry in the Human Condition*. Delhi: Orient Longman.
2. बांडिवदेकर, चन्द्रकांत, (2009), *भारतीय साहित्य पर महाभारत का प्रभाव*, आर्य प्रकाशन मंडल।
3. Rajagopalachari, C. (2013). *Ramayana*. Mumbai: Bharatiya Vidya Bhavan.
4. स्वामी सत्यरुपानंद, (2018), *महाभारत-मुक्ता*, नागपुर: रामकृष्ण मठ।
5. जोशी, दिनकर, (2020), *महाभारत एक दर्शन*, प्रभात प्रकाशन।
6. (2021), *श्रीमद्वाल्मीकीय रामायण*, गोरखपुर: गीताप्रेस।
7. Keith, A. B., *History of Classical Sanskrit Literature*. Delhi: MLBD.
8. शर्मा, उमाशंकर ऋष, *संस्कृत साहित्य का इतिहास*, दिल्ली: ऋषि प्रकाशन।
9. द्विवेदी, कपिलदेव, *संस्कृत साहित्य का समीक्षात्मक इतिहास*।
10. उपाध्याय, बलदेव, *पुराण-विमर्श*।
11. व्यास, नानूराम, *रामायणकालीन संस्कृति*, सस्ता साहित्य मंडल।

Difficulty Level 100-199

Credits - 4
Hours - 60

SEMESTER - 2

Major 1.6: Classical Sanskrit Literature: Defence Perspectives - I

Course objectives:

1. To introduce students to key works of classical Sanskrit literature relevant to statecraft, governance, economy and defense.
2. To analyze political and military ideas embedded in epic and nīti texts.
3. To contextualize strategic thinking in the socio-cultural environment of ancient India.
4. To explore ethical dimensions of warfare and governance.
5. To assess the continuing relevance of these texts to modern strategic studies.

Learning outcomes:

After the completion of the course, the students will:

1. Identify and explain major concepts of statecraft, economy and defense in selected Sanskrit texts.
2. Analyze leadership strategies and diplomatic models in the Rāmāyaṇa and Mahābhārata.
3. Compare strategic and administrative principles across Śukranīti, Nītiprakāśikā and the epics.
4. Critically evaluate ancient military ethics and their applicability to contemporary defense studies.
5. Relate classical strategic thought to modern challenges in governance and security.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical / Practice	
Major 1.6	Classical Sanskrit Literature: Defence Perspectives – I	04	0	0	04

Details of Course:

Unit I Foundations of Statecraft and Economy in Śukranīti. **Credit 1**

- The brief introductions text and author of Śukranīti
- Principles of Statecraft (Rājadharma & Governance) (1st and 2nd Chapters)
    - Role of the King
    - Administrative Structure
    - Diplomacy & Foreign Relations
- Economy (Arthopāya & Resource Management) (4th Chapter)
    - Revenue and Taxation
    - Trade and Commerce
    - Resource Allocation for Defense

- Military Organization and Defense Strategy (4th Chapter)
  - Army Structure (Caturaṅgabala)
  - Fortifications
  - Espionage and Intelligence
  - War Ethics

Unit II Nītiprakāśikā. **Credit 1**

- The brief introductions text and author of Nītiprakāśikā
- Governance & Administration (8th Chapter)
- significance of Rājaniti as a foundation for defense (1st Chapter)
- Weaponry and Tactical Formations (4th-6th Chapters)
- Military Structure and Ethics (6th-7th Chapters)

Unit III Rāmāyaṇa. **Credit 1**

- The brief introductions text and author of Rāmāyaṇa
- Military Organization and Warfare in Rāmāyaṇa (3.1–3, 36–43, 6. 6–20, 21–30)
- Diplomacy, Intelligence and Strategy depicted in Rāmāyaṇa (2.1–4, 100–107, 5.1–68,6.1-10,16-22)

Unit IV Mahābhārata. **Credit 1**

- The text and author of Mahābhārata.
- Foundations of Statecraft & Defense (12.5-10,56-69,88-92)
- Military Strategy in Mahābhārata (6.20-30, 12.99-100)
- Diplomacy, Intelligence & Espionage (5.127-140,12.95-98)
- Ethics of War (6.96-102, 9.25-30)

Essential/Recommended Readings/Texts:

1. Sarkar, B. K. (Ed. & Trans.). (1914). Śukranīti: Text with English translation. Calcutta: Calcutta University.
2. Keith, A. B. (1928). History of classical Sanskrit literature. Delhi: Motilal Banarsidass. [Original work published 1928; reprint year not specified]
3. Sukthankar, V. S., et al. (Eds.). (1933–1966). The Mahābhārata: Critically edited edition (19 vols.). Pune: Bhandarkar Oriental Research Institute.
4. Jha, G., & Agrawal, V. S. Śukranīti. Varanasi: Chaukhamba Sanskrit Academy.
5. Chaturvedi, J. C. Nītiprakāśikā. Varanasi: Chaukhamba Orientalia.
6. Bandiwadekar, C. (2009). Bhāratīya sāhitya par Mahābhārata kā prabhāva. Delhi: Arya Prakashan Mandal.
7. Rajagopalachari, C. (2013). Ramayana. Mumbai: Bharatiya Vidya Bhavan.
8. Swami Satyarupananda. (2018). Mahābhārata-muktā. Nagpur: Ramakrishna Math.
9. NCERT. (2018). Saṃskṛta vāṅmaya meṃ vijñāna kā itihāsa. Delhi: NCERT.
10. Śrīmad-Vālmīkiya Rāmāyaṇa. (2021). Gorakhpur: Gita Press.

Additional Reading:

1. Hopkins, E. W. (1924). *The Ethics of India*. Originally published 1924, Reprint: Delhi: Motilal Banarsidass, 1991.

2. Altekar, A. S. (1956). *State and Government in Ancient India*. Delhi: Motilal Banarsidass.
3. Ghoshal, U. N. (1959). *A History of Hindu Political Theories*. Oxford: Oxford University Press.
4. Derrett, J. D. M. (1973). *Religion, Law and the State in India*. London: Faber & Faber.
5. Lingat, Robert. (1973). *The Classical Law of India*. Trans. J. D. M. Derrett. Berkeley: University of California Press.
6. Sharma, R. S. (1991). *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: Motilal Banarsidass.
7. Mishra, V. N. (2005). *The Concept of Rājadharma in the Mahābhārata*. Varanasi: Chowkhamba Sanskrit Series Office.

Difficulty Level 100-199

Credits - 4
Hours - 60

Major 1.7: Geopolitics and Military Geography

Course Objectives:

1. To Understand the foundational concepts, principles and schools of thought in geopolitics and military geography.
2. To Analyse the geostrategic position of countries and its influence on national security.
3. To Explain the application of geography in land, sea and air warfare.

Learning outcomes:

After the completion of the course, the students will:

1. Learn the concepts and relevant attributes of geopolitics and military geography for national security.
2. Concept and difference between Frontiers and Boundaries and their various types; and
3. Be in a position to comprehend strategic policies for a nation state.
4. Apply military geography concepts to real-world defense and security scenarios.
5. Read, interpret, and create maps effectively for strategic and analytical purposes.
6. Integrate knowledge of geography, geopolitics and geostrategy for decision-making and policy analysis.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical / Practice	
Major 1.7	Geopolitics And Military Geography	04	0	0	04

Details of Course:

Unit I Introduction to Geopolitics. **Credit 1**

- Meaning, Concept and Factors of Geopolitics.
- Prerequisite Factors of a State; Function of Power.
- Evolution of Geopolitical Thought including key Geopolitical Theorists.
- Frontiers and Boundaries: Land and Maritime.
- Buffer and Landlocked States.

Unit II Introduction to Geostrategy. **Credit 0.5**

- Meaning, Concept and Factors of Geostrategy.
- Geostrategic Position and Importance: Case Studies of Various Countries and Islands.
- Strategic Minerals and Resources: Types, Uses and Significance.

Unit III Introduction to Military Geography. **Credit 1**

- Meaning, Concept and Definitions of Military Geography.
- Elements, Types, Scope, Significance and Uses of Military Geography.
- Role of Geography in Land, Sea and Air Warfare.

Unit IV Strategic Importance of India's Land and Maritime Boundaries. Credit 1

- Historical Evolution of India's Boundaries.
- India's Western Land Boundary.
- India's Northern Land Boundaries.
- India's North Eastern Land Boundaries.
- India's Maritime Boundaries.

Unit V Map Reading. Credit 0.5

- Meaning and Types of Maps; Conventional Signs.
- Scale and Grid System; Topographical Forms and Technical Terms.
- Relief, Contours and Gradients; Cardinal Points and Types of North.
- Types of Bearing and Use of Service Protractor; Prismatic Compass and GPS.
- Map Setting, Locating North and Self etc.

Essential/Recommended Readings/Texts:

1. Das, S. T. (1985). *Geo-Strategies*. Allahabad: Kitab Mahal.
2. Black, Jeremy. (1996). *Cambridge Illustrated Atlas: Warfare, Renaissance to Revolution, 1492–1792*. Cambridge: Cambridge University Press.
3. Chandler, David G. (1996). *Atlas of Military Strategy: The Art, Theory and Practice of War, 1618–1878*. London: Arms and Armour.
4. Peltier, L. C., & Pearcy, J. A. (1996). *Military Geography*. Princeton: Princeton University Press.
5. Collins, John M. (1998). *Military Geography for Professionals and the Public*. Washington, DC: NDU Press.
6. Sali, M. L. (2009). *Military Geography*. New Delhi: Manas Publications.
7. Woodward, Rachel. (2019). *A Research Agenda for Military Geographies*. Cheltenham: Edward Elgar Publishing.

Additional readings

1. Mahan, A. T. (1987). The influence of sea power upon history, 1660–1783. Mineola, NY: Dover Publications. (Original work published 1890)
2. Mackinder, H. J. (1919). Democratic ideals and reality. New York: Henry Holt and Company.
3. Spykman, N. J. (2008). America's strategy in world politics. New Brunswick, NJ: Transaction Publishers. (Original work published 1942)
4. Brzezinski, Z. (1997). The grand chessboard: American primacy and its geostrategic imperatives. New York: Basic Books.
5. Gray, C. S. (2012). War, peace and international relations. London: Routledge.
6. Kaplan, R. D. (2012). The revenge of geography. New York: Random House.
7. Cohen, S. B. (2015). Geopolitics: The geography of international relations. Lanham, MD: Rowman & Littlefield.
8. Flint, C., & Taylor, P. (2018). Political geography: World-economy, nation-state and locality. London: Routledge.

9. Dodds, K. (2019). Geopolitics: A very short introduction. Oxford: Oxford University Press.

Continuous Assessment:

The assessment should be based on any four of the following:

1. Participation in workshops or guest lectures on geopolitics/military geography.
2. Writing assignments on specific geopolitical theories or geostrategic case studies.
3. Producing short explainer videos on map reading, navigation, or strategic locations.
4. Participation in simulation exercises or strategic decision-making war games.
5. Presentation of a case study on the impact of geography on a historical or contemporary battle.
6. Map-reading practical test including use of compass/GPS and identification of strategic features.

Difficulty Level 100-199

Credits - 4
Hours - 60

Major 1.8: Sanskrit through Arthaśāstra - I

Course Objectives:

1. To assist students to acquire proficiency in Sanskrit to read the Arthaśāstra independently.
2. To enable students to understand the original text of Arthaśāstra in Sanskrit.
3. To make students aware of the different aspects of the Arthaśāstra and its vocabulary.
4. To prepare students to understand the role of Arthaśāstra in development of Indian polity.

Learning outcomes:

After the completion of the course, the students will:

1. Acquire proficiency in Sanskrit to read the Arthaśāstra independently.
2. Able to understand the original text of Arthaśāstra in Sanskrit.
3. Become aware of the different aspects of the Arthaśāstra and its vocabulary.
4. Able to explore the role of Arthaśāstra in development of Indian polity.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical / Practice	
Major 1.8	Sanskrit through Arthaśāstra - I	04	0	0	04

Details of Course:

Unit I Foundations of Arthaśāstra & Sanskrit. **Credit 1**

- Introduction to Arthasśāstra: author, historical context, structure of the text.
- Grammatical analysis of verses connected to राष्ट्रजनपदनिवेशः जनपदस्य स्थापना।
- प्रकृतिसम्पदः राजा च - Environmental wealth and the king.

Unit II Economics and Financial Administration. **Credit 1**

- Grammatical analysis of verses defining दण्डनीतिः - Law, Justice and Punishments.
- इन्द्रियजयः अरिषड्वर्गत्यागः च - Control of one's senses and the six vices.
- विभागानाम् अध्यक्षाः - Heads of Departments and their roles.
- राजकोशः - Reading and translating passages on economic policies, treasury management and revenue systems.
- राज्यस्य आयव्ययौ - Defining the gains and expenditures of of a kingdom and familiarisation with vocabulary set: kosha, āya (income), vyaya (expenditure), kara (tax), śulka (duty)

Unit III State Policy and the Powers of a King. **Credit 1**

- षाड्गुण्यम् - State Policy and Diplomacy.
- शक्तिस्त्रिविधा - The threefold power of the King.
- Comparative analysis of relevance and applications of षाड्गुण्यम् in the contemporary context.

Unit IV Policy, Law and Continental Relevance. **Credit 1**

- दण्डः - Examination of Danda (Law/Punishment), Nyaya (Justice) and Policy-Making language in Arthaśāstra.
- Translation of excerpted prescriptions for law enforcement, justice and statecraft.
- Analytical discussion: how Sanskrit linguistically frames Policy, Justice and Governance.
- Final reflections: modern relevance of Arthaśāstra themes in administration and management studies.

Essential/Recommended Readings/Texts:

1. Shamasastry, R. (1915). *Kautilya's Arthaśāstra: With an English Translation*. Bangalore: Government Press.
2. Kangle, R. P. (1960). *The Kauṭilīya Arthaśāstra, Part I: A Critical Edition with a Glossary*. Bombay: University of Bombay.
3. Kangle, R. P. (1963). *The Kauṭilīya Arthaśāstra, Part II: An English Translation with Critical and Explanatory Notes*. Bombay: University of Bombay.
4. Rangarajan, L. N. (1992). *Kautilya: The Arthaśāstra*. New Delhi: Penguin Books.
5. Upadhyaya, Vishnu Prasad, & Mukherjee, Partha. (2021). *Learn Samskrit – The Language of Arthaśāstra*. New Delhi: Samskrit Promotion Foundation.

Additional Readings:

1. Rangarajan, L. N. (1992). *Kautilya: The Arthashastra*. New Delhi: Penguin Books.
2. Olivelle, Patrick. (2013). *King, Governance and Law in Ancient India: Kautilya's Arthashastra*. Oxford: Oxford University Press.
3. NCERT. (2018). *संस्कृत वाङ्मय में विज्ञान का इतिहास*, दिल्ली : NCERT.
4. Vyoma Linguistic Labs Foundation. (Accessed August 31, 2025). *Sanskrit from Home: Arthashastra-Related Courses and Modules*. https://www.sanskritfromhome.org.
5. K. J. Somaiya Arts and Commerce College. (Accessed August 31, 2025). *Kautiliya Arthashastra – Programme Details*.
6. Samskrita Bharati. (Accessed August 31, 2025). *Pedagogical Resources for Sanskrit Language Immersion and Conversational Sanskrit*. https://samskritabharati.in.

Continuous Assessment:

The assessment should be based on any four of the following:

1. Participation in workshops.
2. Writing assignments.
3. Producing videos based on the topic of the text.

4. Group presentation on the comparison of ancient and modern concepts covered in Arthasśāstra.
5. Small project on Arthasśāstra.

Difficulty Level 100-199

Credits - 4
Hours - 60

Major 1.9: Statecraft and Diplomacy

Course Objectives

1. To Explain the conceptual foundations, evolution and various forms of diplomacy and statecraft.
2. To Familiarize students with international negotiation processes, their actors and real-world case studies.
3. To Critically analyze the shifting balance of power and diplomatic challenges in the changing global order.
4. To Examine India's diplomatic history, strategic choices and foreign policy directions in a comparative global context.
5. To Develop analytical and communication skills to interpret and present complex diplomatic and geopolitical scenarios.

Learning outcomes:

After the completion of the course, the students will:

1. Explain the theoretical, historical and conceptual underpinnings of diplomacy and statecraft.
2. Compare and contrast different types of diplomacy and negotiation strategies in global politics.
3. Critically assess the changing power dynamics in the international system and their implications for diplomacy.
4. Examine India's evolving diplomatic role in the global arena with relevant case studies.
5. Apply theoretical knowledge to simulate negotiation processes, write policy briefs and evaluate diplomatic strategies.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical / Practice	
Major 1.9	Statecraft And Diplomacy	04	0	0	04

Details of Course:

Unit I Introduction to Statecraft & Diplomacy. **Credit 1**

- Theories of International Relations: Basics and Concepts.
- Concept of Diplomacy: Definition, Nature and Scope.
- Evolution of Diplomacy (from Ancient to Modern times): Historical Background, Origin and Modern Trends.
- Understanding Statecraft and Geopolitics - Conceptual Framework.

Unit II Understanding International Negotiations: Being a Good Diplomat. Credit 1

- The Art of Negotiation: Getting to a "Yes" (Understanding the Actors involved in Principled Negotiation)
- Multilateral and Regional Diplomacy: Case Studies of Multilateral and Regional negotiations (WTO, European Union, ASEAN, RCEP etc.)
- War vs Diplomacy: Successes and failures of Diplomacy.

Unit III Contemporary Dynamics in Diplomacy- Cognates and Attributes. Credit 1

- Defining Great Powers as a conceptual category- Superpower bipolarity and the Cold War, American Hegemony, Rise of China and Multipolarity.
- Understanding Challenges of Diplomacy in a Changing World Order: US-China rivalry, regional hegemonic rivalries in the Indo-Pacific, South Asia, West Asia/Middle East, Europe and Africa.
- Types of Diplomacy: Political, Economic, Public, Environmental, Cultural and Development Diplomacy.

Unit IV The Future of Statecraft and the Case of India. Credit 1

- Nationalism and Internationalism in Diplomacy: Case studies and examples.
- War, Alliance and Trade.
- India in the Diplomatic Arena: Trends in Indian Foreign Policy and Indian Diplomacy@75.

Essential/Recommended Readings/Texts:

1. Holbraad, Carsten, ed. (1971). *Superpowers and World Order*. Canberra: ANU Press.
2. Anderson, M. S. (1993). *The Rise of Modern Diplomacy, 1450–1919*. London: Routledge.
3. Morgenthau, Hans J. (1993). *Politics Among Nations*. New York: McGraw-Hill.
4. Kissinger, Henry. (1994). *Diplomacy*. New York: Simon & Schuster.
5. Freeman, Charles. (1994). *The Diplomat's Dictionary*. Washington, DC: National Defense University Press.
6. Craig, Gordon A. and Alexander L. George. (1995). *Force and Statecraft: Diplomatic Problems of Our Time*. Oxford: Oxford University Press.
7. Nye, Joseph S., Jr. (2004). *Soft Power: The Means to Success in World Politics*. New York: Public Affairs.
8. Mohan, C. Raja. (2006). "India and the Balance of Power." *Foreign Affairs* 85(4): 17–32.
9. Acharya, Amitav and Barry Buzan, eds. (2010). *Non-Western International Relations Theory*. London: Routledge.
10. Cooper andrew F., Jorge Heine and Ramesh Thakur. (2013). *The Oxford Handbook of Modern Diplomacy*. Oxford: Oxford University Press.

Additional readings:

1. Holbraad, C. (Ed.). (1971). Superpowers and world order. Canberra: ANU Press.

2. Anderson, M. S. (1993). The rise of modern diplomacy, 1450–1919. London: Routledge.
3. Morgenthau, H. J. (1993). Politics among nations. New York: McGraw-Hill.
4. Freeman, C. (1994). The diplomat's dictionary. Washington, DC: National Defense University Press.
5. Kissinger, H. (1994). Diplomacy. New York: Simon & Schuster.
6. Craig, G. A., & George, A. L. (1995). Force and statecraft: Diplomatic problems of our time. Oxford: Oxford University Press.
7. Nye, J. S., Jr. (2004). Soft power: The means to success in world politics. New York: Public Affairs.
8. Mohan, C. R. (2006). India and the balance of power. Foreign Affairs, 85(4), 17–32.
9. Acharya, A., & Buzan, B. (Eds.). (2010). Non-Western international relations theory. London: Routledge.
10. Cooper, A. F., Heine, J., & Thakur, R. (2013). The Oxford handbook of modern diplomacy. Oxford: Oxford University Press.

Continuous Assessment:

The assessment should be based on any four of the following:

1. Participation in workshops on negotiation, mediation and conflict resolution.
2. Writing assignments on specific diplomatic incidents, treaties, or crises.
3. Producing short videos explaining a diplomatic concept, negotiation strategy, or famous case study.
4. Participation in simulation exercises (e.g., Model United Nations, Track II dialogues).
5. Presentation of a case study analyzing a successful or failed diplomatic negotiation.
6. Role-play exercises where students act as diplomats representing different states in a multilateral forum.
7. Preparation of a policy brief with recommendations for a real-world foreign policy challenge.

Difficulty Level 100-199

Credits - 4
Hours - 60

Major 1.10: Critical Survey of Śāstric Literature

Course objectives:

1. To enable students to know the Ancient Indian Shastric Literature.
2. To impart knowledge of some important texts and authors who possessed knowledge on Medical Science, Aeronautics, Music, Dances, Paintings etc.
3. To prepare students to exhibit their ancient Knowledge System.
4. To introduce the contribution of Charak, Sushrut, Bharat, Nagarjun, Paalkaapya etc.

Learning Outcomes:

After the completion of the course, the students will:

1. Describe the importance and contribution of medicine (Cikitsā), Botany (Vanaspati) and Chemistry (Rasāyaṇśāstra).
2. Highlight the importance of Music (Saṅgīta), Dance (Nṛtya), Erotics (Kāmaśāstra) and other similar disciplines.
3. Acquire the ability to explain certain aspects of the ancient scientific tradition.
4. Be able to introduce the sciences of lexicography (Kośa), Aviation (Vimāna) and others.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 1.10	Critical Survey of Śāstric Literature	04	0	0	04

Details of Course:

Unit I Sciences in Sanskrit Literature. **Credit 1**

- Medical Science (चिकित्साशास्त्रम्)
- Botany (वनस्पतिशास्त्रम्)
- Rasayana (रसायनशास्त्रम्)

Unit II Arts in Sanskrit Literature. **Credit 1**

- Music (संगीतशास्त्रम्)
- Dance (नृत्यशास्त्रम्)
- Kaamshastra (कामशास्त्रम्)
- Painting (चित्रकला)

Unit III Special Sciences in Sanskrit Literature. **Credit 1**

- Lexicography (कोशशास्त्रम्)
- Vimanshastra (वैमानिकशास्त्रम्)
- Equine Science (अश्वशास्त्रम्)

- Elephant-lore (गजशास्त्रम्)

Unit IV Śāstric Applications in Society. Credit 1

- Origin and Development, Importance, Relevance, Contribution to the Societies, Area and Scope of these Shastras.

Essential/Recommended Readings/Texts:

1. Halayudha. (1900). *Shabdakalpadruma*. Pune: Nirnaya Sagar Press.
2. Bharata. (1951). *Natyashastra*. Calcutta: Royal Asiatic Society.
3. Amarasimha. (1993). *Amarakosha*. Delhi: Motilal Banarsidass.
4. Yaska. (1996). *Nirukta*. Delhi: Motilal Banarsidass.
5. Vachaspatimisra. (1996). *Vachaspatyam*. Delhi: Motilal Banarsidass.
6. Charaka. (2013). *Charaka Samhita*. Varanasi: Chaukhambha Bharati Academy.
7. Vagbhata. (2015). *Ashtanga Hridaya*. Varanasi: Chaukhambha Sanskrit Series Office.
8. Sushruta. (2016). *Sushruta Samhita*. Varanasi: Chaukhambha Orientalia.

Additional Readings:

1. Keith, A. B. (1920). History of classical Sanskrit literature. Delhi: Motilal Banarsidass. [Hindi translation: मंगलदेव शास्त्री, दिल्ली: मोतीलाल बनारसीदास]
2. Shastri, M. K. (1937). History of classical Sanskrit literature (1st ed.). Delhi: Motilal Banarsidass.
3. Shastri, G. (1947). A concise history of Sanskrit literature. Delhi: Motilal Banarsidass.
4. बाशम, ए. एल. (1995). अद्भुत भारत. अनु० पाण्डेय वेंकटेशचन्द्र, आगरा: शिवलाल अग्रवाल एण्ड कम्पनी।
5. शर्मा, डॉ. उमाशंकर. (2014). संस्कृत साहित्य का इतिहास।
6. संस्कृत वाङ्मय में विज्ञान का इतिहास. (2014). दिल्ली: एन. सी. ई. आर. टी. ।
7. गोयल, प्रीतिप्रभा. (2016). संस्कृत साहित्य का इतिहास. जोधपुर: राजस्थानी ग्रन्थगार।
8. मिश्र, पंकज कुमार, डॉ. (2019). चार्वाक. दिल्ली: शिबालिक प्रकाशन।
9. त्रिपाठी, राधावल्लभ. (2021). संस्कृत साहित्य का अभिनव इतिहास. वाराणसी: विश्वविद्यालय प्रकाशन।
10. सूर्यकान्त, डॉ. संस्कृत वाङ्मय का विवेचनात्मक इतिहास।

SECOND YEAR: MAJOR PAPERS

Difficulty Level 200-299

Credits - 4
Hours - 60

SEMESTER - 3

Major 2.1: Sanskrit through Arthaśāstra - II

Course objectives:

1. To advance reading competence through complex passages from the Arthaśāstra.
2. To deepen knowledge of specialised economic, financial and legal Sanskrit vocabulary.
3. To analyse the philosophical and practical aspects of law, justice and policy through Sanskrit.
4. To cultivate comparative and applied insights between classical and contemporary governance.

Learning outcomes:

After the completion of the course, the students will:

1. Translate, annotate and critically analyse advanced passages.
2. Employ precise Sanskrit vocabulary in the context of finance, taxation, law and justice.
3. Explain how linguistic formulations support Kautilya's statecraft philosophy.
4. Draw comparative parallels between Arthaśāstra principles and modern administrative science.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical / Practice	
Major 2.1	Sanskrit through Arthaśāstra - II	04	0	0	04

Details of Course:

Unit I Fiscal Governance and State. **Credit 1**

- Revision of the key concepts covered in Part -1.
  and overview of the remaining chapters.
- Grammatical analysis and introduction to key concepts like भ्रष्टाचारविषये कौटिल्यस्य मतम् - Corruption and its management.
- अध्यक्षप्रचारः - Heads of various departments.
- Textual study: methods of revenue collection, taxation principles, fiscal responsibility.
- Translation + analysis of select Arthaśāstra passages.

Unit II Economic Policy and Philosophy of Statecraft. **Credit 1**

- Grammar and terminologies related to खनिज-द्रव्यानांपरिज्ञानां विक्रयणव्यवस्था - State supervision of mines and mineral wealth.
- पुरुषार्थस्य महत्ता - Integration of Puruṣārthas in governance and policy-making.
- राजकरः - Principles of just taxation (Samāhāra and Vyayapravṛtti)

- Impact of taxation on Economy, Society and Military funding.
- Reading passages on Commerce and Economic regulation.

Unit III Law, Justice and Punishment. **Credit 1**

- अपराधस्य शमनं नियन्त्रणं च - Crime: Suppression and Regulation.
- राजभवनम् - The Royal Court of Justice.
- Selected passages on judicial process, fines and penal codes.
- Comparative discussion: Sanskrit legal lexicon vs. modern legal systems.

Unit IV Statecraft, Espionage and Political Governance . **Credit 1**

- गूढपुरुषप्रणिधिः (गुप्तचराणां नियुक्तिः) - Appointment and Role of Secret Agents (Spies)
- प्रशासनम् (मन्त्री सचिवः च) - Administration and selection of Ministers.
- Reflection paper: Relevance of Arthaśāstra vocabulary in today's political science.

Essential/Recommended Readings/Texts:

1. Shamasastry, R. (1915). *Kautilya's Arthashastra: With an English Translation*. Bangalore: Government Press.
2. Kangle, R. P. (1960). *The Kauṭilīya Arthaśāstra, Part I: A Critical Edition with a Glossary*. Bombay: University of Bombay.
3. Kangle, R. P. (1963). *The Kauṭilīya Arthaśāstra, Part II: An English Translation with Critical and Explanatory Notes*. Bombay: University of Bombay.
4. Rangarajan, L. N. (1992). *Kautilya: The Arthashastra*. New Delhi: Penguin Books.
5. Upadhyaya, Vishnu Prasad and Partha Mukherjee. (2021). *Learn Samskrit – The Language of Arthaśāstra*. New Delhi: Samskrit Promotion Foundation.

Additional Readings:

1. Rangarajan, L. N. (1992). *Kautilya: The Arthashastra*. New Delhi: Penguin Books.
2. Olivelle, Patrick. (2013). *King, Governance and Law in Ancient India: Kautilya's Arthashastra*. Oxford: Oxford University Press.
3. Vyoma Linguistic Labs Foundation. *Sanskrit From Home: Arthashastra-Related Courses and Modules*. Accessed August 31, 2025. https://www.sanskritfromhome.org.
4. K. J. Somaiya Arts and Commerce College. *Kautiliya Arthashastra – Programme Details*. Accessed August 31, 2025.
5. Samskrita Bharati. *Pedagogical Resources for Sanskrit Language Immersion and Conversational Sanskrit*. Accessed August 31, 2025. https://samskritabharati.in.

Continuous Assessment:

The assessment should be based on any four of the following:

1. Participation in workshops.
2. Writing assignments.
3. Producing videos based on the topic of the text.
4. Group presentation on the comparison of ancient and modern concepts covered in Arthasśāstra.

5. Small project on Arthasśāstra.
6. Presentation of the topic in the Vagvardhini Parishad.

Difficulty Level 200-299

Credits - 4
Hours - 60

Major 2.2: The Ideal of Governance (Kaccit-Sarga of Rāmāyaṇa)

Course Objectives:

1. To understand the vision of ideal governance as exemplified by Śrī Rāma, while studying and internalising key administrative and ethical principles.
2. To develop proficiency in reciting and analysing the original Sanskrit verses through Pāṇinian grammar.
3. To reflect on the relevance of Rāmarājya in contemporary governance.

Learning Outcomes:

After the completion of the course, the students will:

1. Explain the historical, cultural and political significance of the Kacchit Sarga, outlining Rāma's vision of ideal governance.
2. Recite and interpret the 100th chapter of Ayodhyākāṇḍa (Kacchit Sarga) with accurate pronunciation, understanding of meaning and application of basic grammatical analysis.
3. Analyse key Sanskrit grammatical structures (Sandhi, Samāsa, Dhātu, Lakāra) present in the ślokas and demonstrate proficiency in parsing Sanskrit verses.
4. Apply the principles of Rāmarājya to critically evaluate and suggest frameworks for ethical leadership and governance in contemporary contexts.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
Major 2.2	The Ideal of Governance (Kaccit-Sarga of Rāmāyaṇa)	04	0	0	04

Details of Course:

Unit I Context and Foundations of Kacchit Sarga. **Credit 1**

- Historical setting: Ayodhyākāṇḍa and its turning points.
- Importance of Kacchit Sarga in governance discourse.
- Daily Pārāyaṇa practice: Recitation of initial ślokas.
- King's personal excellence: Education, character and self-control.
- Grammatical focus: Sandhi identification, basic compounds and introduction to Lakāra-s (tenses/moods)

Unit II Administration, Ministers and Justice. **Credit 1**

- Selection and training of ministers.
- Judiciary: Dispensation of justice, non-corruption and public grievance system.

- Economic measures: Trade, agriculture and resource management.
- Pārāyaṇa: Selected ślokas with chanting and meaning.
- Grammatical focus: Dhātu analysis, Lakāra-s and Samāsa exercises.

Unit III Welfare, Security and Diplomacy. Credit 1

- Citizen welfare and social responsibility of the King.
- Military organization and internal security.
- Ethical foreign policy and strategic alliances.
- Pārāyaṇa: ślokas with chanting, meaning and discussions.
- Grammatical focus: Advanced Samāsa analysis, syntax of long sentences, participles.

Unit IV Reflections and Contemporary Relevance. Credit 1

- Summarizing Rāma's advice to Bharata (Kacchit Sarga as a whole)
- Comparative study with modern governance principles.
- Student reflections: Essays and presentations.
- Final full Pārāyaṇa: Recitation of the entire 100th Sarga.
- Grammatical focus: Revision and full parsing of select key verses.

Essential/Recommended readings/Texts:

1. Vālmīki, Mahārṣi (1960). *The Vālmīki Rāmāyaṇa: Critical Edition (Ayodhyākāṇḍa)*. Baroda: Oriental Institute.
2. Govindarāja, Śrī (2005). *Bhūṣaṇam Commentary on Śrīmad Vālmīki Rāmāyaṇam (Ayodhyākāṇḍa)*. Varanasi: Chowkhamba Sanskrit Series.
3. Vālmīki, Mahārṣi (2011). *Śrīmad Vālmīki Rāmāyaṇam (Ayodhyākāṇḍa, Sarga 100 – Kacchit Sarga)*. Gorakhpur: Gita Press.

Additional Readings:

1. Ghoshal, U. N. (1959). *A History of Indian Political Ideas*. London: Oxford University Press.
2. Raghavan, V. (1975). *The Concept of Rāmarājya*. New Delhi: Rashtriya Sanskrit Sansthan.
3. Vidyabhushana, S. C. (1978). *A Short History of Sanskrit Literature*. Delhi: Motilal Banarsidass.
4. Kangle, R. P. (1992). *The Kauṭilīya Arthaśāstra, Part III: A Study*. Delhi: Motilal Banarsidass.
5. Hiriyanna, M. (1993). *Indian Conception of State and Ruler*. Mysore: Kavyalaya Publications.
6. Radhakrishnan, S. (1998). *The Ramayana as a Philosophy of Life*. Mumbai: Bharatiya Vidya Bhavan.
7. Boesche, Roger. (2002). *The First Great Political Realist: Kautilya and His Arthashastra*. Lanham: Lexington Books.
8. Sen, Amartya. (2009). *The Idea of Justice*. Cambridge: Harvard University Press.
9. Olivelle, Patrick. (2013). *King, Governance and Law in Ancient India: Kauṭilya's Arthashastra*. New Delhi: Oxford University Press.
10. Shourie, Arun. (2019). *Governance and the Sceptre of Rāma (Essays)*. New Delhi: HarperCollins.

Difficulty Level 200-299

Credits - 4
Hours - 60

Major 2.3: Strategic Thought

Course Objectives:

1. To Familiarize students with the foundational ideas of classical and modern strategic thinkers from both Eastern and Western traditions.
2. To Provide analytical insights into the concepts of land, sea, air and nuclear warfare.
3. To Encourage critical evaluation of how strategic theories influence national security policy and military doctrines.
4. To Bridge the gap between theoretical knowledge and contemporary security practices.
5. To Develop analytical and comparative skills in understanding the continuity and change in strategic thought.

Learning outcomes:

After the completion of the course, the students will:

1. Examine the evolution of strategic thought from ancient to contemporary times.
2. Analyze the relevance of classical and modern thinkers to present-day strategic challenges.
3. Compare and contrast strategic theories across land, sea, air and nuclear domains.
4. Evaluate the role of deterrence, guerrilla warfare, diplomacy and indirect approaches in strategy.
5. Apply strategic theories to historical and contemporary case studies of war, peace and conflict.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
Major 2.3	Strategic Thought	04	0	0	04

Details of Course:

Unit I Classical Thinkers. **Credit 0.5**

- Manu: On War; Elements of the Army; Military March; Tactics; Inter-State Relations; Diplomacy.
- Kautilya: On War; Saptang Theory; Composition of the Army; Inter-State Relations; Diplomacy.
- Sun Tzu: Art of War; Guerrilla War; Indirect Approach.

Unit II Land Warfare. **Credit 1**

- N. Machiavelli: On War; War and Policy.
- K. Clausewitz: On War; War and Policy; Strategy and Tactics.
- J.F.C. Fuller and Liddell Hart: Armoured Warfare; Concept of Plan 1919; Indirect Approach.

Unit III Sea Power. **Credit 1**

- A.T. Mahan: Theory of Sea Power.
- N.J. Spykman: Theory of Rimland.

Unit IV Air Power. **Credit 1**

- Giulio Douhet: Command of the Air.
- William Mitchell: Air Power and Strategy.
- Alexander de Seversky: Air Power and Global Strategy.

Unit V Nuclear War and Peace. **Credit 0.5**

- Concept and Theory of Deterrence.
- Views on Nuclear Deterrence: Bernard Brodie andre Beaufre.
- Y. Harkai: Theories of Nuclear War—Massive Retaliation, Flexible Response.

Essential/Recommended Readings/Texts:

1. Brodie, B. (1946). The absolute weapon: Atomic power and world order. New York: Harcourt.
2. Beaufre, A., & Ré. (1965). Deterrence and strategy. London: Faber & Faber.
3. Clausewitz, C. von. (1976). On war. Princeton, NJ: Princeton University Press.
4. Mahan, A. T. (1987). The influence of sea power upon history. New York: Dover.
5. Hart, B. H. L. (1991). Strategy. New York: Meridian.
6. Fuller, J. F. C. (1992). The conduct of war. New York: Da Capo Press.
7. Douhet, G. (2009). The command of the air. Tuscaloosa: University of Alabama Press.
8. Śāstrī, S. (2012). Kauṭilya's Arthaśāstra (Trans.). New Delhi: Low Price Publications.
9. Sun Tzu. (2015). The art of war. New Delhi: Grapevine India Publishers.
10. Adhikari, S. (2019). Development of strategic thought. Prayagraj: RUD Publications.

Additional Readings:

1. Greene, T. N. (1962). The guerrilla and how to fight him. New York: Praeger.
2. Nasution, A. H. (1965). Fundamentals of guerrilla warfare. New York: Praeger.
3. Mao, Z. (1967). On protracted war. Peking: Foreign Language Press.
4. Paret, P. (Ed.). (1986). Makers of modern strategy: From Machiavelli to the nuclear age. Princeton, NJ: Princeton University Press.
5. Duffy, C. (1987). Siege warfare. London: Routledge & Kegan Paul.
6. Reid, B. H. (1987). J. F. C. Fuller: Military thinker. London: Palgrave Macmillan.
7. Freedman, L. (1989). The evolution of nuclear strategy. London: Palgrave Macmillan.
8. Gray, C. S. (1999). Modern strategy. Oxford: Oxford University Press.
9. Ropp, T. (2000). War in the modern world. Baltimore: Johns Hopkins University Press.
10. Howard, M. (2002). Clausewitz: A very short introduction. Oxford: Oxford University Press.

Continuous Assessment:

The assessment should be based on any four of the following:

1. Participation in workshops on strategic thought or military theory.

2. Writing assignments analyzing the works of a strategic thinker (e.g., Clausewitz, Kautilya, Sun Tzu).
3. Producing short videos explaining a strategic concept (e.g., deterrence, indirect approach, sea power).
4. Participation in simulation exercises or war games applying strategic principles.
5. Presentation of a case study on the impact of a strategic theory in a historical battle or war.
6. Comparative essays on Eastern and Western strategic thought.
7. Oral presentation on the relevance of classical strategic ideas to modern warfare.

Difficulty Level 200-299

Credits - 4
Hours - 60

Major 2.4: India's Strategic Neighbourhood

Course Objectives:

1. To Provide a comprehensive understanding of India's strategic environment in its immediate and extended neighbourhood.
2. To Explore the political, economic and security dynamics shaping India's relations with South Asia, Southeast Asia, West Asia, Pakistan and China.
3. To Introduce students to the challenges and opportunities in India's regional foreign policy and security strategy.
4. To Enable students to critically assess India's policies within the frameworks of strategic trust, cultural identity and structural insecurity.
5. To Develop analytical and comparative skills to evaluate regional security through both historical and contemporary case studies.

Learning outcomes:

After the completion of the course, the students will:

1. Explore India's role and interests in South Asia, Southeast Asia, West Asia, Pakistan and China.
2. Evaluate the drivers and constraints of India's foreign and security policy toward its neighbours.
3. Assess the importance of regional groupings (SAARC, ASEAN, I2U2, etc.) for India's strategy.
4. Analyze how history, geography, demography and political evolution influence strategic cultures of Pakistan and China.
5. Apply theoretical and empirical insights to current developments in India's neighbourhood.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
Major 2.4	India's Strategic Neighbourhood	04	0	0	04

Details of Course:

Unit I India, South Asia and SAARC. **Credit 0.5**

- The idea of India, South Asia and SAARC.
- Strategic (Mis)trust and "structural insecurity" in the neighbourhood.
- India's strategic culture and regional diplomacy.

Unit II India's Relations with South Asian Neighbours. **Credit 0.5**

- India–Nepal & India–Bhutan relations.
- India–Afghanistan relations.

- India–Bangladesh relations.
- India–Sri Lanka and India–Maldives relations.

Unit III India's Relations with Southeast Asia. **Credit 0.5**

- India–Myanmar relations.
- India–Thailand and Indonesia.
- India–ASEAN and the "Act East" policy.

Unit IV India's Relations with West Asia. **Credit 0.5**

- India and the I2U2 (Israel, UAE, US)
- India's Relations with Saudi Arabia and Iran.
- Broader engagement with West Asia.

Unit V Pakistan. **Credit 1**

- Historical evolution of Pakistan: creation, political transitions.
- Geography and geostrategic significance.
- Demography and sectarian composition.
- Economy and recurring crises.
- Pakistan's military, nuclear forces and foreign policy.
- India–Pakistan relations and impact on Indian security.

Unit VI China. **Credit 1**

- Historical evolution: dynasties, imperialism, wars, revolutions.
- Geography, resources and territorial disputes.
- Key leaders and thinkers: Confucius, Sun Yat-sen, Mao, Zhou, Deng, Jiang Zemin, Hu Jintao, Xi Jinping.
- China's diplomacy: Panchsheel, US–China relations, Wolf Warrior diplomacy.
- Military modernisation and strategic culture.
- India–China relations and regional implications.

Essential/Recommended readings/Texts:

1. Fairbank, John King, ed. (1968). *The Chinese World Order: Traditional China's Foreign Relations*. Cambridge, MA: Harvard University Press.
2. Cohen, Stephen P. (2004). *The Idea of Pakistan*. Washington, DC: Brookings Institution Press.
3. Garver, John W. (2004). *Protracted Contest: Sino-Indian Rivalry in the Twentieth Century*. Seattle: University of Washington Press.
4. Jaishankar, Dhruva. (2016). "India's Five Foreign Policy Goals." *The Wire*. https://thewire.in.
5. Raghavan, Srinath. (2016). *India's War: The Making of Modern South Asia, 1939–1945*. Gurgaon: Penguin.
6. Mohan, C. Raja. (2022). *India and South Asia: The Elusive Sphere of Influence*. Singapore: Institute of South Asian Studies (ISAS).
7. Ganguly, Sumit and Dinshaw Mistry. *Enduring and Emerging Issues in South Asian Security*.

8. Mitra, Subrata K. *The Reluctant Hegemon: India's Self-Perception and the South Asian Strategic Environment*.
9. Pillai, Mohanan Bhaskaran. *Indian Strategic Culture: The Debates in Perspective*.

Additional Readings:

1. Dalvi, J. D. (1969). Himalayan blunder: The curtain raiser to the 1962 Sino-Indian War. New Delhi: Thacker.
2. Freedman, L. (2003). The evolution of nuclear strategy. London: Palgrave Macmillan.
3. Nandy, A. (2005). The idea of South Asia. Inter-Asian Cultural Studies, 6(1), 13–45.
4. Bardhan, P. (2006). Awakening giants, feet of clay: A comparative assessment of China and India. Princeton, NJ: Princeton University Press.
5. Dutta, M. (2009). Emerging Afghanistan in the third millennium. New Delhi: Pentagon Press.
6. Behera, R., & Behuria, A. India's neighbourhood: Challenges in the next two decades. New Delhi: Institute for Defence Studies and Analyses (IDSA).
7. Muni, S. D. Pangs of proximity: India and Sri Lanka's ethnic crisis. New Delhi: SAGE Publications.
8. Saran, S. (n.d.). Strategic realignment in India's neighbourhood. New Delhi: Centre for Land Warfare Studies (CLAWS).

Continuous Assessment:

The assessment should be based on any four of the following:

1. Writing assignments on India's relations with a chosen neighbour.
2. Producing short videos explaining regional conflicts (e.g., India–China 1962 War, India–Pakistan Kargil War).
3. Participation in simulation exercises on crisis management in South Asia.
4. Presentation of a case study on India's foreign policy success/failure in the neighbourhood.
5. Role-play of India's regional diplomacy in SAARC/ASEAN summits.
6. Critical review of a strategic thinker or key policy speech from India, Pakistan, or China.

Difficulty Level 200-299

Credits - 4
Hours - 60

Major 2.5: Saṃskṛt Bhāṣā Vijñānam

Course Objectives:

1. To Acquaint students with the basic knowledge of Sanskrit linguistics.
2. To Familiarize learners with key concepts and theories of modern linguistics.
3. To Encourage students to analyze Sanskrit language from a linguistic perspective using modern linguistic frameworks.
4. To Bridge classical Sanskrit grammatical traditions with contemporary linguistic approaches.

Learning Outcomes:

After the completion of the course, the students will:

1. Develop fundamental knowledge of modern developments in the field of linguistics.
2. Examine Sanskrit language structures in light of theories propounded by modern linguistics.
3. Understand phonological, morphological, syntactic and semantic aspects of Sanskrit linguistically.
4. Apply comparative linguistic methods to analyze Sanskrit within the Indo-European language family.
5. Appreciate the historical evolution of Sanskrit linguistics and its relevance to modern language studies.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 2.5	Saṃskṛt Bhāṣā Vijñānam	04	0	0	04

Details of Course:

Unit I Nature of Language and Linguistics. **Credit 1**

- Nature of Language.
- Definition of Language.
- Characteristics of Language.
- Nature of Linguistics.
- Main Branches of Linguistics.
- Utility and Applications of Linguistics.

Unit II Parts of Linguistics in Context of Sanskrit. **Credit 1**

- Phonetics and Phonology.
- Morphology.
- Syntax.
- Semantics.

Unit III Comparative Study of Indo-European languages and Sanskrit. Credit 1

- Concept of Proto-Indo-European Language.
- Modern Evaluation of Proto-Indo-European Theory.
- Overview of Indo-European Language Family.
- Relationship between Indo-European languages and Sanskrit.

Unit IV Historical Overview of Sanskrit Linguistics Credit 1

- General Introduction to Sanskrit Linguistics.
- General Introduction to Comparative Linguistics.
- Historical Overview of Sanskrit Linguistics.

Essential/Recommended readings/Texts:

1. Jesperson, Otto. (1954). *Language: Its Nature, Development and Origin*. London: George Allen & Unwin.
2. व्यास, भोलाशंकर. (1957). *संस्कृत का भाषाशास्त्रीय अध्ययन*. वाराणसी: चौखम्बा विद्याभवन.
3. तिवारी, भोलानाथ. (1974). *तुलनात्मक भाषाविज्ञान*. दिल्ली: मोतीलाल बनारसीदास.
4. Ghosh, B. K. (1977). *Linguistic Introduction to Sanskrit*. Calcutta: Sanskrit Pustak Bhandar.
5. Burrow, T. (1991). *Sanskrit Language*. (हिन्दी अनुवाद: भोलाशंकर व्यास). वाराणसी: चौखम्बा विद्या भवन.
6. तिवारी, भोलानाथ. (1992). *भाषाविज्ञान*. इलाहाबाद: किताबमहल.
7. Crystal, David. (1997). *The Cambridge Encyclopedia of Language*. Cambridge: Cambridge University Press.
8. द्विवेदी, कपिलदेव. (2001). *भाषाविज्ञान एवं भाषाशास्त्र*. वाराणसी: विश्वविद्यालय प्रकाशन.
9. Gune, P. D. (2005). *Introduction to Comparative Philology*. Delhi: Chaukhamba Sanskrit Pratisthan.
10. शर्मा, देवेन्द्रनाथ. (2014). *भाषाविज्ञान की भूमिका*. दिल्ली: राधाकृष्ण प्रकाशन.
11. शर्मा, देवीदत्त. *भाषिकी और संस्कृत भाषा*. चंडीगढ़: हरियाणा साहित्य अकादमी.
12. शर्मा, देवीदत्त. *संस्कृत का ऐतिहासिक एवं संरचनात्मक परिचय (A Historical and Structural Introduction to Sanskrit)*. चंडीगढ़: हरियाणा साहित्य अकादमी.
13. सिंह, कर्ण. *भाषा विज्ञान (Comparative Philology and History of Linguistics)*. मेरठ: साहित्य भण्डार, सुभाष बाज़ार, 250002.

Additional Readings:

1. Taraporewala, Shridhar Bhaskar. (1962). *Elements of the Science of Language*. Calcutta: Calcutta University Press.

2. Verma, S. K. (1971). *Modern Linguistics*. Delhi: Oxford University Press.
3. Woolner, Alfred C. (1975). *Introduction to Prakrit*. Varanasi: Bhartiya Vidya Prakashan.
4. Murti, M. (1984). *An Introduction to Sanskrit Linguistics*. Delhi: D. K. Srimannarayana Publication.

Difficulty Level 200-299

Credits - 4
Hours - 60

SEMESTER - 4

Major 2.6: Vijigiśu Ṣāḍguṇya (Kākolūkīyam)

Course Objectives:

1. To enable learners to engage in a close textual study of the Kākolūkīyam (Book III of the Pañcatantra).
2. To develop proficiency in Sanskrit reading and interpretation.
3. To critically understand the concepts of Vijigīṣu and Ṣāḍguṇya as articulated through narrative and dialogue.
4. To appreciate their relevance to traditional Indian political thought and strategic decision-making.

Learning Outcomes:

After the completion of the course, the students will:

1. Develop the ability to read and interpret the original Sanskrit text of Kākolūkīyam with grammatical clarity.
2. Examine and explain the six strategic measures (Ṣāḍguṇya) within their textual and political context.
3. Identify allegorical roles of animal characters representing political archetypes.
4. Apply nīti-based reasoning to strategic and ethical decision-making scenarios.
5. Appreciate the Kākolūkīyam as a foundational text in the Indian tradition of political thought.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
Major 2.6	Vijigiśu Ṣāḍguṇya (Kākolūkīyam)	04	0	0	04

Details of Course:

Unit I Political Framework and the Vijigīṣu. **Credit 1**

- Introduction to Pañcatantra as Nītiśāstra.
- Structure, context and objectives of Kākolūkīyam.
- Opening verses, Saṅgrahaśloka-s and prose preface.
- Narrative device of dialogic allegory.
- Concept of Vijigīṣu in Arthaśāstra and Pañcatantra.
- Discourse on enmity (śatru-buddhi) and psychology of power.
- Grammatical study: avyayas, participial constructions, long compounds.

Unit II Strategic Choices – Sandhi, Vigraha, Āsana, Yāna. **Credit 1**

- Narratives of peace (Sandhi) and war (Vigraha) among crows and owls.

- Decision-making dilemmas of King Meghavarna and his ministers.
- Stories of trust and betrayal, counsel of the vulture as traitor.
- Strategic patience (Āsana) vs. preparation for attack (Yāna)
- Role of the jackal and other agents in intelligence gathering.
- Metaphors for mantra, upāya and daṇḍa in policy logic.
- Grammatical study: vacana-krama, sandhi-viccheda, prose compounds, kriyāpada usage, imperatives.

Unit III Diplomacy and Dual Policy – Saṁśraya & Dvaidhībhāva. Credit 1

- Shelter under stronger allies (Saṁśraya) and adoption of dual stance (Dvaidhībhāva)
- Dialogues between crow ministers and king on divided policy.
- Strategy of concealment and seeking protection during night attacks.
- Cautionary lessons on misplaced trust and ethics of deception.
- Grammatical study: finite verbs, past participles, causal constructions.

Unit IV Resolution, Subhāṣitas and Strategic Reflections. Credit 1

- Concluding episodes of Kākolūkīyam – defeat of owls and triumph of crows.
- Strategic errors of the owls as political lessons.
- Final verses and selected Subhāṣitas as crystallized wisdom.
- Consolidated understanding of Ṣāḍguṇya in the text.
- Poetic expressions of political strategy and moral reflection.
- Grammatical study: revision of key structures, compounds, idioms and constructions.

Essential/Recommended readings/Texts:

1. Kauṭilya. (1992). *Arthaśāstra (Book VII: Ṣāḍguṇya; Book XII: Stratagems)*. Edited and translated by R. P. Kangle. Delhi: Motilal Banarsidass.
2. Kāmandaka. (1994). *Nītisāra (Kāmandakīya Nītisāra)*. Edited by R. D. Karmarkar. Delhi: Motilal Banarsidass.
3. Sampurnananda Sanskrit University. (1998). *Pañcatantra with Tilaka Commentary (Kākolūkīyam, Book IV)*. Varanasi: Sampurnananda Sanskrit University.
4. Apte, V. S., ed. (2005). *Pañcatantra (Kākolūkīyam, Book IV)*. Varanasi: Chaukhamba Sanskrit Pratishthan.
5. GRETIL (Göttingen Register of Electronic Texts in Indian Languages). *Pañcatantra: Kākolūkīyam (Book IV)*. Accessed.

Additional Readings:

1. Dasgupta, S. N. (1952). *Political Philosophy in Ancient India*. Calcutta: University of Calcutta.
2. Kangle, R. P. (1972). *The Kauṭilīya Arthaśāstra, Part II: An English Translation with Critical and Explanatory Notes* (2nd ed.). Delhi: Motilal Banarsidass.
3. Kane, P. V. (1973). *History of Dharmaśāstra (Ancient and Medieval Religious and Civil Law in India), vol. 3*. Pune: Bhandarkar Oriental Research Institute.
4. Olivelle, Patrick. (1997). *Pañcatantra: The Book of India's Folk Wisdom*. New York: Oxford University Press.
5. Bhat, V. R. and T. Shukla. (2024). *Kauṭilya's Arthaśāstra: Timeless Strategies for Modern Governance*. New Delhi: Ministry of Education, Government of India.

Difficulty Level 200-299

Credits - 4
Hours - 60

Major 2.7: Military History of India (Ancient, Medieval and Modern)

Course Objectives:

1. To Provide an in-depth understanding of the evolution of warfare in India from ancient to modern times.
2. To Examine the strategic, tactical and organizational aspects of Indian military history.
3. To Analyze key battles, wars and military systems that shaped India's political and cultural trajectory.
4. To Study the development of the Indian armed forces during colonial and post-independence periods.
5. To Develop analytical skills to connect historical lessons with contemporary national security challenges.

Learning Outcomes:

After the completion of the course, the students will:

1. Explore the evolution of Indian military systems across different historical eras.
2. Critically evaluate the strategies, tactics and principles of war employed by Indian rulers, generals and states.
3. Analyse the causes of victory and defeat in major historical battles of India.
4. Gain insight into the development of the Indian Army under colonial rule and its transformation post-independence.
5. Assess the significance of India's modern wars and operations for national security and regional stability.
6. Draw connections between historical military traditions and contemporary security practices

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
Major 2.7	Military History of India (Ancient, Medieval and Modern)	04	0	0	04

Details of Course:

Unit I Ancient India. **Credit 1**

- Military system in the Vedic & Epic period.
- Battle of Hydaspes, 326 BCE.
- Kautilya's philosophy of war: military organisation, art of war and inter-state relations.
- Mauryan military system (Megasthenes & Kautilya's accounts).

Unit II Medieval India. **Credit 1**

- Rajput military system.
- Battles of Tarain and Khanwa: causes, strategies and outcomes.
- Battle of Panipat: significance in Indian history.
- Battle of Saraighat.
- marāṭhā military system under Shivaji.

Unit III Military System in South India. **Credit 0.5**

- Political powers of South India in the medieval period.
- Military organisation of the Pallavas.
- Military achievements of the Cholas.

Unit IV Modern India. **Credit 0.5**

- Sikh military system.
- Battle of Sobraon: causes and conclusions.
- Amalgamation of Presidency Armies and Kitchener Reforms.
- Reorganisation of the Indian Army under the Crown.
- Indianisation and Partition of Armed Forces.

Unit V India Since Independence. **Credit 1**

- Operations in Kashmir (1947–49).
- Amalgamation of Goa: Operation Vijay.
- Sino–Indian conflict 1962 and Nathu La incident 1967.
- Indo–Pak Wars (1965 & 1971).
- Kargil War (1999).
- Contemporary operation case study: Operation Sindoor 2025.

Essential/Recommended readings/Texts:

1. Majumdar, B. K. (1960). *Military System in Ancient India*. Calcutta: Firma K.L. Mukhopadhyay.
2. Bajwa, F. S. (1964). *Military System of the Sikhs*. Delhi: Motilal Banarsidass.
3. Bruce, George. (1969). *Six Battles of India*. New Delhi: Rupa & Co.
4. Cohen, Stephen P. (1990). *The Indian Army: Its Contribution to the Development of a Nation*. Oxford: Oxford University Press.
5. Singh, Sarva Daman. (1997). *Ancient Indian Warfare: With Special Reference to the Vedic Period*. Delhi: Motilal Banarsidass.
6. Dikshitar, V. R. Ramachandra. (1999). *War in Ancient India*. Delhi: Cosmo.
7. Roy, Kaushik. (2004). *From Hydaspes to Kargil: A History of Warfare in India from 326 BC to AD 1999*. New Delhi: Manohar.
8. Roy, Kaushik. (2011). *War, Culture and Society in Early Modern South Asia, 1740–1849*. London: Routledge.
9. Subramaniam, Arjun. (2016). *India's Wars: A Military History, 1947–1971*. Gurugram: HarperCollins.

10. Subramaniam, Arjun. (2021). *Full Spectrum: India's Wars, 1972–2020*. Gurugram: HarperCollins.

Additional Readings:

1. Alfred, David. (1953). *Indian Art of War*. Delhi: Atma Ram.
2. Fuller, J. F. C. (1958). *Generalship of Alexander the Great*. Dehradun: Natraj Publishers.
3. Kangle, R. P. (1963). *The Arthashastra of Kautilya*. Bombay: University of Bombay.
4. Maxwell, Neville. (1970). *India's China War*. New Delhi: Penguin.
5. Palit, D. K. (1991). *War in High Himalaya: The Indian Army in Crisis, 1962*. New Delhi: Lancer.
6. Singh, Amarinder. (2001). *A Ridge Too Far: War in the Kargil Heights, 1999*. Patiala: Motibagh Palace.
7. Raghavan, Srinath. (2010). *War and Peace in Modern India: A Strategic History of the Nehru Years*. Ranikhet: Permanent Black.
8. Roy, Kaushik. (2013). *Military Manpower, Armies and Warfare in South Asia*. London: Routledge.
9. Rand, Gavin, & Roy, Kaushik, eds. (2017). *Culture, Conflict and the Military in Colonial South Asia*. London: Routledge.
10. Sarkar, J. N. *Military History of India*.

Continuous Assessment:

The assessment should be based on any four of the following:

1. Writing assignments on key historical battles (e.g., Panipat, Hydaspes, Kargil).
2. Producing short videos explaining a specific military innovation or campaign (e.g., guerrilla tactics of Shivaji, Kargil logistics).
3. Participation in simulation exercises or wargames (e.g., re-enactment of the Battle of Saraighat or India–Pakistan 1971 crisis).
4. Presentation of a case study on technological or strategic innovations in a historical battle (e.g., use of artillery in Panipat).
5. Book/film review presentation (e.g., "India's China War" by Neville Maxwell or the movie LOC Kargil).
6. Workshop participation on military history documentation or archival methods.

Difficulty Level 200-299

Credits - 4
Hours - 60

Major 2.8: Introduction to Itihāsa-Purāṇa Tradition - II (Defence Perspectives)

Course Objectives:

1. To enable students to know the origin and evolution of Itihāsa-purāṇa tradition.
2. To impart knowledge of texts and authors of Itihāsa-purāṇa
3. To prepare students to understand the role of Itihāsa-purāṇa in development of Indian narrative tradition.
4. To make students aware of religious, spiritual and cultural significance of Itihāsa-purāṇa tradition.

Learning Outcomes:

After the completion of the course, the students will:

1. Identify the major texts, their divisions and thematic concerns within the Itihāsa–Purāṇa corpus.
2. Be able to appreciate the role of Itihāsa-purāṇa tradition as a foundation of Indian culture and civilization.
3. Be able to examine the impact of Itihāsa-purāṇa tradition on Indian literature.
4. Analyze selected narratives in terms of the ethical and cultural dimensions of the Itihāsa–Purāṇa.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
Major 2.8	Introduction to Itihāsa-Purāṇa Tradition - II (Defence Perspectives)	04	0	0	04

Details of Course:

Unit I Meaning and Significance of Itihāsa-Purāṇa. **Credit 1**

- Meaning of Itihāsa and Purāṇa.
- Pañca Lakṣaṇa (Five Characteristics) of Purāṇa.
- Introduction of the Itihasa.

Unit II Rāmāyaṇa. **Credit 1**

- The details of the text and author of Rāmāyaṇa.
- Various versions and critical editions of Rāmāyaṇa.
- Ethos and culture depicted in Rāmāyaṇa.
- Geopolitical Insights from the Rāmāyaṇa (1.1-6,70-76, 2.1-7, 87-103,3.1-5,34-36,4.1-8,28-30,5.26-30,6.1-5,17-22, 7.85-100)

Unit III Mahābhārata. **Credit 1**

- The text and author of Mahābhārata.
- Overview of 18 Parvans.
- Ethical Reflections in Mahābhārata.
- Geopolitical Lessons from the Mahābhārata (1.95-100,2.5-15,5.1-5, 68-72,6.2-6,23-27, 7.156-170,8.29-31,12.59-69,83-95)

Unit IV Purāṇa. **Credit 1**

- The texts and author of Purāṇa.
- Classification — Mahāpurāṇas and Upapurāṇas.
    - The Vaiṣṇava Purāṇas.
    - The Śaiva and Śākta Purāṇas.
- Ethics and Dharma in the Purāṇas.
- Geographical Concepts in the Purāṇas (Viṣṇu Purāṇa 2.1–2.10, Bhāgavata Purāṇa 5.16–5.26, Vāyu Purāṇa 45, Matsya Purāṇa 113–118, Vāyu Purāṇa 45–48, Markandeya Purāṇa 54)

Essential/Recommended readings/Texts:

1. Keith, A. Berriedale. (1920). *History of Classical Sanskrit Literature.* Reprint, Delhi: Motilal Banarsidass।
2. Chaturvedi, Badarinath. (2006). *Mahabharata: An Inquiry in the Human Condition.* दिल्ली : ओरिएंट लॉन्गमैन।
3. बांडिवदेकर, चन्द्रकांत. (2009). भारतीय साहित्य पर महाभारत का प्रभाव. आर्य प्रकाशन मंडल।
4. स्वामी सत्यरूपानंद, (2018), *महाभारत-मुक्ता,* नागपुर: रामकृष्ण मठ।
5. जोशी, दिनकर. (2020), *महाभारत एक दर्शन,* प्रभात प्रकाशन।
6. (2021), *श्रीमद्वाल्मीकीय रामायण,* गोरखपुर : गीताप्रेस।
7. शर्मा, उमाशंकर ऋषि, *संस्कृत साहित्य का इतिहास,* दिल्ली : ऋषि प्रकाशन।
8. द्विवेदी, कपिलदेव, *संस्कृत साहित्य का समीक्षात्मक इतिहास*।
9. उपाध्याय, बलदेव, *पुराण-विमर्श*।
10. व्यास, नानूराम, *रामायणकालीन संस्कृति*।

Additional Readings:

1. Mani, V. (1975). Puranic encyclopaedia: A comprehensive dictionary with special reference to the epic and Puranic literature. Delhi: Motilal Banarsidass.
2. Dimmitt, C., & van Buitenen, J. A. B. (1978). Classical Hindu mythology: A reader in the Sanskrit Puranas. Philadelphia: Temple University Press.
3. Rocher, L. (1986). The Purāṇas. Wiesbaden: Otto Harrassowitz.
4. Goldman, R. P., & Sutherland Goldman, S. J. (Eds. & Trans.). (1990). The Ramayana of Valmiki: An epic of ancient India, Volume II: Ayodhyakanda. Princeton: Princeton University Press.

5. Hardy, F. (1990). Viraha-Bhakti: The early history of Kṛṣṇa devotion in South India. Delhi: Oxford University Press.
6. Sullivan, B. M. (1990). Seer of the fifth Veda: Kṛṣṇa Dvaipāyana Vyāsa in the Mahābhārata. Delhi: Motilal Banarsidass.
7. Brockington, J. L. (1998). The Sanskrit epics. Leiden: Brill.
8. Hiltebeitel, A. (2001). Rethinking the Mahābhārata: A reader's guide to the education of the Dharma King. Chicago: University of Chicago Press.
9. Matchett, F. (2001). The Kṛṣṇa Avatāra: A study in the theory of avatāras. Delhi: Routledge.
10. Fitzgerald, J. L. (2004). The Mahābhārata. In G. Flood (Ed.), The Blackwell companion to Hinduism (pp. 102–128). Oxford: Blackwell.

Continuous Assessment:

The assessment should be based on any four of the following:

1. Participation in Group Presentations.
2. Writing assignments.
3. Participating in roundtable discussions.
4. Debate competition on various topics from the Puranas.
5. Presentation of the topic in the Vagvardhini Parishad.

Difficulty Level 200-299

Credits - 4
Hours - 60

Major 2.9: Non-Traditional Security Threats

Course Objectives:

1. To Familiarize students with the emerging and non-traditional dimensions of security that go beyond conventional, military-centric concerns.
2. To Provide an understanding of environmental, economic, social, health and human security challenges.
3. To Analyze how globalization, technological change and transnational flows intensify security risks.
4. To Examine the role of international organizations, states and non-state actors in addressing non-traditional threats.
5. To Develop students' ability to critically assess policy responses and formulate innovative approaches to these challenges.

Learning Outcomes:

After the completion of the course, the students will:

1. Define and explain the concept of non-traditional security and its distinctions from traditional military security.
2. Analyze environmental, economic, social and human security challenges in a global and regional context.
3. Evaluate the security implications of climate change, pandemics, migration and resource scarcity.
4. Assess the role of small arms proliferation, illicit trade and transnational organized crime in destabilizing states.
5. Apply conceptual and analytical tools to examine policy responses to non-traditional security threats at both national and international levels.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
Major 2.9	Non-Traditional Security Threats	04	0	0	04

Details of Course:

Unit I Environmental Security Threats. **Credit 1**

- Introduction to Non-Traditional Security Threats.
- Natural disasters and humanitarian challenges.
- Resource scarcity and environmental degradation.

Unit II Economic and Social Security Threats. **Credit 1**

- Corruption and governance challenges.
- Financial crises and economic insecurity.

- Illicit financial flows and money laundering.
- Migration and refugee crises.

Unit III Water, Food and Health Security. **Credit 1**

- Water scarcity and conflicts over water resources.
- Sustainable agriculture and food security.
- Global pandemics and public health security.
- Bioterrorism, chemical and biological weapons.
- Climate change and national security.

Unit IV Small Arms Proliferation. **Credit 1**

- Definition and impacts of small arms proliferation.
- Illicit arms trade and its link to conflict and insecurity.
- Armed violence and its effects on communities.
- Role of small arms in terrorism and insurgencies.
- International efforts to combat small arms proliferation.

Essential/Recommended readings/Texts:

1. UNDP. (1994). *Human Development Report*.
2. Krause, Keith, & Williams, Michael C., eds. (1997). *Critical Security Studies: Concepts and Cases*. UCL Press.
3. Acharya, Amitav. (2001). "Human Security: East Versus West." *International Journal*, 56(3).
4. Paris, Roland. (2001). "Human Security: Paradigm Shift or Hot Air?" *International Security*, 26(2).
5. Thachuk, Kimberley L. (2007). *Transnational Threats: Smuggling and Trafficking in Arms, Drugs and Human Life*. Praeger Security International.
6. Newman, Edward. (2010). *Non-Traditional Security, Weak States and Regional Security: A Southeast Asian Perspective*. Routledge.
7. Heywood and rew. (2014). *Global Politics*. Palgrave Foundations Series.
8. Adhikari, S. (2019). *Dimensions of National Security*. Shabdarambh Publication.

Additional Readings:

1. Buzan, Barry, Ole Wæver, & Jaap de Wilde. (1998). *Security: A New Framework for Analysis*. Lynne Rienner.
2. King, Gary, & Murray, Christopher J. L. (2001). "Rethinking Human Security." *Political Science Quarterly*.
3. Dalby, Simon. (2002). *Environmental Security*. University of Minnesota Press.
4. Jacob, Happymon. (2005). *HIV/AIDS as a Security Threat to India*.
5. Tadjbakhsh, Shahrbanou, & Chenoy, Anuradha. (2006). *Human Security: Concepts and Implications*. Routledge.
6. Palme, Joakim, & Tamas, Kristof. (2006). *Globalizing Migration Regimes*. Ashgate.
7. Thakur, Ramesh. (2006). *The United Nations, Peace and Security: From Collective Security to the Responsibility to Protect*. Cambridge University Press.

8. Lal, Marie. (2008). *The Geopolitics of Energy in South Asia*. ISEAS.
9. Matthew, Richard A., Jon Barnett, & Bryan McDonald, eds. (2010). *Global Environmental Change and Human Security*. MIT Press.
10. (2010). *Palgrave Handbook of Security Studies*.

Continuous Assessment:

The assessment should be based on any four of the following:

1. Participation in workshops/seminars on non-traditional security (e.g., climate change, migration, cybercrime).
2. Writing assignments on case studies (e.g., Climate change and national security, Migration in Europe, COVID-19 as a security issue).
3. Producing short videos/podcasts explaining a non-traditional security threat (e.g., food insecurity, small arms trafficking).
4. Participation in simulation exercises or role-playing negotiations (e.g., UN Climate Change Conference, refugee crisis management, WHO pandemic response).
5. Presentation of a case study on the impact of non-traditional threats in a specific region (e.g., African food insecurity, Indo-Pacific climate challenges, Syrian refugee crisis).
6. Group projects analyzing international cooperation mechanisms (e.g., UN, ASEAN, EU) in dealing with non-traditional security threats.

Difficulty Level 200-299

Credits - 4
Hours - 60

Major 2.10: Defence Organisations in India

Course Objectives:

1. To Introduce students to the concept, evolution and importance of Higher Defence Organisation (HDO) in ensuring national security.
2. To Examine the historical and contemporary models of defence organisations in India and other countries.
3. To Analyse key lessons from India's military history (1947–1999) that shaped its defence structure.
4. To Familiarise students with reforms and committees (KRC, GoM, Shekatkar, etc.) that transformed Indian defence planning.
5. To Critically evaluate the challenges and prospects of India's evolving Higher Defence Organisation, including integrated theatre commands and the role of CDS.

Learning Outcomes:

After the completion of the course, the students will:

1. Exxamine the need for robust higher defence organisations in a modern nation-state.
2. Demonstrate knowledge of the evolution of India's defence organisation from independence to the present.
3. Evaluate reforms and committees that have influenced India's security structures.
4. Analyse India's military doctrine, including its nuclear doctrine and assess its strategic implications.
5. Compare Indian HDO with international models to identify strengths, weaknesses and future needs.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
Major 2.10	Defence Organisations in India	04	0	0	04

Details of Course:

Unit I Introduction to Higher Defence Organisation. **Credit 1**

- Concept and requirement for Higher Defence Organisation.
- Historical perspective and developments in Indian Higher Defence Organisation.
- Major shortcomings noticed during 1947, 1962, 1965, 1971, 1999 Wars and remedial measures (Defence Minister's Committee, Defence Planning Committee, Joint Intelligence Committee, Joint Chief of Staff Committee).
- Effectiveness and efficiency of the planning process.

Unit II Kargil and Its Aftermath. **Credit 1**

- Kargil War and Kargil Review Committee (KRC) and its recommendations.

- Arun Singh Task Force.
- Group of Ministers (GoM) on National Security 2000.
- Implementation of KRC and GoM recommendations.
- Establishment of HQIDS and aman & Nicobar Command, Strategic Forces Command and integrated Headquarters of Defence.

Unit III Existing & Emerging Indian Higher Defence Organisation. Credit 1

- Article 53 (2) of Constitution and President as Supreme Commander.
- Cabinet Committee on Security.
- Ministry of Defence and present organisation.
- National Security Advisor (NSA) and organisations under its control.
- Chief of Defence Staff (CDS), Department of Military Affairs (DMA) and concept of Integrated Theatre Commands.

Unit IV India's Military Doctrine. Credit 1

- Doctrines of the Indian Army, Navy and Air Force.
- Naresh Chandra Committee on Defence (2011–2012).
- The Shekatkar Committee.
- India's Nuclear Doctrine: History and evolution.
- Nuclear warfare and its implications.

Essential/Recommended readings/Texts:

1. Prakash, A. (2007). *"India's Higher Defence Organisation: Implications for National Security and Jointness." Journal of Defence Studies*, 1(1), 13-31.
2. Behera, L. K. (2010). *"Defence Planning in India." Journal of Defence Studies*, 4(3), 127-128.
3. Venkataraman, D. R. (2011). *India's Higher Defence: Organisation and Management*. New Delhi: KW Publishers.
4. Patney, V. (2017). "Does Higher Defence Organisations in India Require a Major Surgery?" *Liberal Studies*, 2, 43.
5. Joshi, M. (2018). *Scraping the Bottom of the Barrel: Budgets, Organisation and Leadership in the Indian Defence System*. ORF Special Report no. 74. New Delhi: Observer Research Foundation.
6. Kanwal, G., & Kohli, N. (2018). *Defence Reforms: A National Imperative*. New Delhi: Pentagon Press & Institute for Defence Studies and Analyses.

Additional Readings:

1. Raghavan, Srinath. (2010). *War and Peace in Modern India*. Permanent Black.
2. Cohen, Stephen P., & Dasgupta, Sunil. (2010). *Arming Without Aiming: India's Military Modernization*. Washington, DC: Brookings Institution Press.
3. Karnad, Bharat. (2015). *Why India is Not a Great Power (Yet)*. Oxford: Oxford University Press.
4. Wilkinson, Steven I. (2015). *Army and Nation: The Military and Indian Democracy since Independence*. Permanent Black.

5. Subramaniam, Arjun. (2016). *India's Wars: A Military History, 1947−1971*. HarperCollins.
6. Menon, Shivshankar. (2016). *Choices: Inside the Making of India's Foreign Policy*. Penguin.
7. Ladwig, Walter C. (2016). *The Indian Armed Forces and the Revolution in Military Affairs*. Oxford University Press.
8. Pande, Aparna. (2017). *From Chanakya to Modi: The Evolution of India's Foreign Policy*. HarperCollins.
9. Subramaniam, Arjun. (2021). *Full Spectrum: India's Wars, 1972−2020*. HarperCollins.

Continuous Assessment:

The assessment should be based on any four of the following:

1. Participation in workshops/seminars on defence reforms and higher defence organisation.
2. Writing assignments on specific committees (e.g., KRC, GoM, Shekatkar) or reforms in Indian HDO.
3. Producing short videos explaining key defence organisational structures (e.g., CDS, Integrated Theatre Commands).
4. Participation in simulation exercises or war games to understand joint operations and theatre commands.
5. Presentation of a case study on the impact of organisational reforms during a war (e.g., Kargil, 1971, post-2019 reforms).
6. Comparative analysis project: Indian Higher Defence Organisation vs. U.S./China/Russia models.
7. Book review of key texts (e.g., Arjun Subramaniam's India's Wars or Full Spectrum).

THIRD YEAR: MAJOR PAPERS

Difficulty Level 300-399

Credits - 4
Hours - 60

SEMESTER – 5

Major 3.1: Sanskrit Grammar and Composition

Course Objectives:

1. To Develop compositional and communicative skills in Sanskrit.
2. To Learn the art of translation from Sanskrit into Hindi or English and vice versa.

Learning Outcomes:

After the completion of the course, the students will:

1. Be able to translate from Hindi or English into Sanskrit.
2. Be prepared to use sentences in active (Kartṛvācya) and passive (Karmavācya) voices.
3. Be able to write essays (Nibandha) in Sanskrit.
4. Gain an introduction to classical theories and views prevalent in various fields of knowledge.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 3.1	Sanskrit Grammar and Composition	04	0	0	04

Details of Course:

Unit I Compositional Sanskrit: Vibhaktyartha, Voice & Krt. **Credit 1**

- Translation from/to Hindi/English to/from Sanskrit based on:
  - Cases (Vibhakti)
  - Compounds.
  - Voices (Vācya) – Kartṛ, Karma and Bhava.
  - Kṛt Suffixes:
    - Tavya.
    - Anīyar.
    - Yat.
    - Ṇyat.
    - Ṇvul.
    - Tṛc.
    - Kta.
    - Ktavatu.
    - Śatṛ.
    - Śānac.
    - Tumun.
    - Ktvā-Lyap.
    - Lyuṭ.
    - Ghañ.
    - Ktin.
- Vibhaktyartha Prakarana from Laghusiddhantakaumudi.

Unit II Communicative Sanskrit. **Credit 1**

- Simple Conversations in Sanskrit.

Unit III Essay on Traditional Subjects. **Credit 1**

- Composition of long/detailed essays on topics like:
  - Veda.

- Upanisad.
- Sanskrit language.
- Ramayana.
- Mahabharata.
- Purana.
- Gita.
- Prominent classical Sanskrit poets.

Unit IV Essay on Contemporary Subjects. Credit 1

- Composition of short essays on contemporary issues and topics.

Essential/Recommended readings/Texts:

1. सक्सेना बाबूराम, (1958). *संस्कृत व्याकरण प्रवेशिका*. प्रयागराज : रामनारायण लाल, प्रकाशक तथा पुस्तक विक्रेता।
2. मिश्र अनूप कुमार, (2023). *लघु संस्कृत निबन्ध प्रतिमानम्*. नई दिल्ली : बीएफसी प्रकाशन।
3. शास्त्री, घरानन्द. *लघुसिद्धान्तकौमुदी, मूल एवं हिन्दी व्याख्या*. दिल्ली : मोतीलाल बनारसीदास।
4. नौटियाल, चक्रधर. *बृहद्-अनुवाद-चन्द्रिका*. दिल्ली : मोतीलाल बनारसीदास।
5. द्विवेदी, कपिलदेव. *रचनानुवादकौमुदी*. वाराणसी : विश्वविद्यालय प्रकाशन।
6. द्विवेदी, कपिलदेव. *संस्कृत निबन्धशतकम्*. वाराणसी : विश्वविद्यालय प्रकाशन।
7. Kale, M. R. *Higher Sanskrit Grammar*. Delhi : MLBD (Hindi Translation also available).

Additional Readings:

1. Kanshiram, (2009), Laghusiddhantakaumudi (Vol. 1), Delhi: MLBD.
2. शास्त्री, भीमसेन, लघुसिद्धान्तकौमुदी, भैमीव्याख्या) भाग-1), भैमीव्याख्या, दिल्ली।
3. पाण्डेय, राधामोहन, संस्कृत सहचर, स्टूडेण्ट्स फ्रेण्ड्स, पटना।
4. Apte, V.S.,The Students' Guide to Sanskrit Composition, Chowkhamba Series, Varanasi (Hindi Translation also available)

Difficulty Level 300-399

Credits - 4
Hours - 60

Major 3.2: Peace and Conflict Studies

Course Objectives:

1. To Introduce students to the concepts, theories and approaches in peace and conflict studies as a distinct academic discipline.
2. To Examine the causes, dynamics and typologies of conflicts at inter-state, intra-state and sub-state levels.
3. To Explore strategies and practices of conflict prevention, management, resolution and transformation.
4. To Analyse the role of international and regional organisations in peace operations.
5. To Familiarise students with alternative and indigenous approaches to peacebuilding, including Gandhian and Vinoba Bhave's ideas.
6. To Encourage critical thinking on peace, security, justice and development from a global and South Asian perspective.

Learning outcomes:

After the completion of the course, the students will:

1. Examine and apply key terms, concepts and theories in peace and conflict studies.
2. Differentiate between conflict management, resolution and transformation.
3. Critically assess the effectiveness of the UN and regional organisations in peacekeeping and peacebuilding.
4. Evaluate alternative approaches to peace and development (Gandhian, Vinoba Bhave, Galtung, Sen).
5. Apply case study methods to real-world conflicts such as Former Yugoslavia, Afghanistan, Iraq and others.
6. Demonstrate skills in negotiation, mediation and multi-track diplomacy through simulations and assignments.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical / Practice	
Major 3.2	Peace and Conflict Studies	04	0	0	04

Details of Course:

Unit I What is Peace and Conflict Studies? Credit 1

- Peace and Conflict Studies: Nature and Scope, Positive Peace and Negative Peace.
- Understanding conflict: Key concepts and terminologies.
- Typologies of Conflict: Inter-State, Intra-State, Extra-State and Sub-State conflicts.

Unit II Conflict Management and Conflict Resolution. Credit 1

- Distinction between Conflict Resolution, Management and Transformation.
- Theory of Conflict Resolution.
- Conflict Resolution Methods: Peaceful and Coercive Approaches.
- Role of the UN: Peacemaking, Peacekeeping and Peacebuilding.

Unit III Conflict Resolution Strategies and Case Studies. Credit 1

- Multi-Track Diplomacy and Track-Two Diplomacy.
- Negotiation and Bargaining.
- Third-party interventions: arbitration, mediation, problem-solving.
- Case Studies: Former Yugoslavia, Afghanistan, Iraq.

Unit IV Alternative Approaches to Conflict Resolution. Credit 1

- Functional Approaches and Regionalism.
- Role of Regional Organisations in Conflict Prevention and Resolution.
- Gandhian Approaches and its relevance today: Concept of Political Power - His theory of State, Concept of Swaraj, Philosophy of Sarvodaya.
- Vinoba Bhave's Approach to Peace: Sarvodaya and Nonviolent Revolution.
- Approaches to peace and Development- Johan Galtung's Concept of Power
- Amartya Sen's Idea of Development.

Essential/Recommended readings/Texts:

1. Burton, John W. (1990). *Conflict: Human Needs Theory*. Basingstoke: Palgrave Macmillan.
2. Galtung, Johan. (1996). *Peace by Peaceful Means: Peace and Conflict, Development and Civilization*. Thousand Oaks, CA: Sage Publications.
3. Lederach, John Paul. (1997). *Building Peace: Sustainable Reconciliation in Divided Societies*. Washington, DC: USIP Press.
4. Wallensteen, Peter. (2011). *Understanding Conflict Resolution* (3rd ed.). Thousand Oaks, CA: Sage Publications.
5. Barash, David P. (2014). *Approaches to Peace: A Reader in Peace Studies*. Oxford: Oxford University Press.
6. Ramsbotham, Oliver, Woodhouse, Tom, & Miall, Hugh. (2016). *Contemporary Conflict Resolution* (4th ed.). Cambridge: Polity Press.

Additional Resources:

1. Garnett, Johan. (1970). *Theories of Peace and Security*. London: Palgrave Macmillan.
2. Galtung, Johan. (1984). *The Struggle for Peace*. Ahmedabad: Navajivan Publishing House.
3. Murty, K. Satchidananda. (1986). *Quest for Peace*. Bombay: Ajanta Publications.
4. Rennie, Linda Forcey, ed. (1986). *Peace: Meanings, Politics and Strategies*. New York: Praeger.
5. Sen, Amartya. (2000). *Development as Freedom*. New York: Oxford University Press.

6. Richmond, Oliver P. (2007). *The Transformation of Peace*. Basingstoke: Palgrave Macmillan.
7. Sen, Amartya. (2009). *The Idea of Justice*. London: Penguin Books.
8. Kadloor, Savitri. (2015). *Conflict Resolution and Peace Building: UN Engagement in Cambodia*. New Delhi: Pentagon Press.
9. Gandhi, M. K. *Selected Writings on Nonviolence and Peace*.
10. Deshmukh, Kalpana, & Meshram, Sangita. (2014). *Vinoba Bhave: A Compassionate Communicator for Attitudinal Transformation in [Editor name], Communicating Conflict: A Multidisciplinary Perspective.* Leiden: Brill.
11. *"Gandhian Philosophy of Sarvodaya and Its Principles."* Accessed September 2025. https://mkgandhi.org
12. *"Vinoba Bhave and His Nonviolent Revolution."* Accessed September 2025. https://gandhiashramsevagram.org
13. *United Nations Peacekeeping*. Accessed September 2025. https://peacekeeping.un.org

Continuous Assessment:

The assessment should be based on any four of the following:

1. Participation in workshops/seminars on peacebuilding, mediation, or conflict prevention.
2. Writing assignments on conflict resolution theories or case studies (e.g., UN in Cambodia, Afghanistan, Iraq).
3. Producing short videos or podcasts explaining a peace concept (e.g., Positive Peace, Multi-Track Diplomacy, Gandhian Swaraj).
4. Participation in simulation exercises or role-play (UN Security Council debates, mediation simulations).
5. Presentation of a case study on a specific conflict (e.g., Yugoslavia, Kashmir, Sri Lanka) and peace process.
6. Critical review of a peace practitioner's memoir (e.g., John Paul Lederach, Lakhdar Brahimi).
7. Comparative project on regional organisations in peacekeeping (e.g., AU vs. EU vs. ASEAN).

Difficulty Level 300-399

Credits - 4
Hours - 60

Major 3.3: Indian Scientific Heritage

Course Objectives:

1. To Introduce students to the rich scientific concepts embedded in ancient Sanskrit literature.
2. To Highlight the significant contributions of India to the fields of Science and Technology in ancient times.
3. To Encourage critical engagement with primary Sanskrit sources related to scientific knowledge.
4. To Foster awareness and appreciation of India's scientific heritage.
5. To Inspire students to explore traditional knowledge systems with a research-oriented mindset.
6. To Develop analytical skills to assess ancient scientific ideas in the context of modern science.

Learning Outcomes:

After the completion of the course, the students will:

1. Analyze ancient Indian systems of water management and purification.
2. Evaluate climatology and meteorology as presented in Vedic literature.
3. Interpret calendar systems and time divisions from Vedic and Brāhmaṇa texts.
4. Demonstrate concepts of zero, decimal system and geometry in Vedic texts.
5. Synthesize insights from water, climate, time and mathematics as India's scientific heritage.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 3.3	Indian Scientific Heritage	04	0	0	04

Details of Course:

Unit I **Credit 1**

- Water Management System in Ancient India.
- Water management in Indus Valley civilization.
- Eleven types of Water in Yajurveda (Yajurveda 22.25)
- Role of flora and fauna in recharging of underground water.
- Methods of water purification (Brihatsamhita 54. 121-122) (Vriksaayurveda 2.36-38)

Unit II **Credit 1**

- Climatology in Sanskrit Literature.
- History of Climatology in Ancient India.
- Climatology in Sanskrit Literature.
- Meteorology in Vedic Period (Rigveda 1.19.7, 1.37.11, 1.164.47, 5.62.1, 5.63.1-7)

Unit III **Credit 1**

- Ancient Indian Calendar Systems.
- Division of Time in Vedic Literature – Day, Month, Season, Year (Rigveda 1.25.8, 1.64.11) (Tattriya Samhita 1.4.14, 4.4.11)
- Concept of Ritu and samvatsara in Brahmana text (Tattriya Brahmana 3.10.4) (Satapatha Brahmana 1.6.3)
- Calculation of yuga, ayana, tithi and naksatra in Vedang Jyotisha (Yajusha Jyotisha, verses 5.9.19-20)

Unit IV **Credit 1**

- Vedic Mathematics.
- Concept and praise of Mathematics in Vedic Literature (Chandogyopanishad 7.1.2, 7.1.4) Vedanga Jyotish (Yasushi Jyotisha 4)
- Numerical words in Samhita Texts (Rigveda 1.164.2, 1.164.10-15)
- Concept of Zero (Rigveda, 4.11.2, 5.32.1, 8.91.7) (Brihadaranyakopnishad 5.1.1) (Chandogyopanishad 4.10.5), Decimal system (Rigveda,10.94.7), Numbers in Vedas (Yajurveda 17.2)
- Development of Geometry in Sulbha period (Sulbhasutra 1.37)

Essential/Recommended readings/Texts:

1. Chakravarthy, A. K., (1975), Origin and Development of Indian Calendrical Science, Indian Studies Past and Present, Calcutta, pp. 1–18.
2. Sharma, K. V., (1985), Vedāṅga Jyotiṣa of Lagadha, Indian National Science Academy, New Delhi, pp. 11–16.
3. Kapoor Kapil, Singh Awadhesh Kumar (Editors), (2021) Indian Knowledge Systems, DK Print World Private Limited, New Delhi.
4. Chitre Prakash, (2024), Our Intellectual Heritage, Motilal Banarasidas Publishing House, Delhi.

Difficulty Level 300-399

Credits - 4
Hours - 60

Major 3.4: Role of UN in Disarmament and Arms Control

Course Objectives:

1. To Provide students with an in-depth understanding of the United Nations' role in disarmament and arms control since 1945.
2. To Familiarise students with the UN's institutional structures, policies, conventions, treaties and mechanisms for nuclear and conventional arms control.
3. To Critically analyse successes, failures and challenges in UN-led disarmament initiatives.
4. To Explore the UN's interaction with member states, regional organisations and civil society in promoting disarmament.
5. To Examine emerging global challenges (nuclear terrorism, dual-use technologies, space and cyber warfare) and the UN's responses.

Learning outcomes:

After the completion of the course, the students will:

1. Elaborate theoretical and practical approaches to disarmament and arms control with specific focus on the UN system.
2. Analyse the UN's institutional frameworks such as the UNGA, UNSC, IAEA, OPCW and Conference on Disarmament.
3. Evaluate key treaties, regimes and conventions promoted or facilitated under the UN.
4. Critically assess the UN's strengths and limitations in preventing proliferation and advancing disarmament.
5. Examine contemporary challenges such as nuclear terrorism, missile proliferation and the militarisation of outer space in relation to UN disarmament efforts.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical / Practice	
Major 3.4	Role of UN in Disarmament and Arms Control	04	0	0	04

Details of Course:

Unit I Introduction to UN and Disarmament. **Credit 0.5**

- Conceptual foundations of disarmament and arms control.
- The UN Charter and the institutional mandate for disarmament.
- Evolution of UN disarmament efforts: First UNGA resolution (1946) to present.
- The role of the UN Disarmament Commission and Conference on Disarmament.

Unit II Nuclear Disarmament and Non-Proliferation under the UN. Credit 1

- The Nuclear Disarmament Movement and the UN's role.
- UN contributions to the NPT, CTBT, PTBT and TPNW (Treaty on the Prohibition of nuclear weapons).
- The International Atomic Energy Agency (IAEA) and safeguards.
- States that renounced nuclear weapons and the UN's role in facilitating nuclear-weapon-free zones (NWFZ).
- Global Zero Agenda and the UN's advocacy.

Unit III UN and Arms Control Treaties. Credit 1

- SALT and START processes and the UN's diplomatic role.
- UN-brokered conventions: Chemical Weapons Convention (CWC), Biological Weapons Convention (BWC).
- UN Register of Conventional Arms and the Arms Trade Treaty (ATT).
- UN role in monitoring and verification regimes.
- UN and small arms/light weapons (SALW) initiatives.

Unit IV Structures of Global Nuclear Governance under the UN. Credit 1

- UN Security Council and nuclear crises (North Korea, Iran).
- Role of sanctions, coercive diplomacy and enforcement mechanisms.
- UN's role in limiting arms races in outer space and cyberspace.
- Case studies: Iraq (1991–2003 inspections), DPRK, Iran Nuclear Deal (JCPOA and UN).

Unit V New Challenges and the UN's Response. Credit 0.5

- Nuclear terrorism and the UN Global Counter-Terrorism Strategy.
- Civilian nuclear energy, dual-use technologies and safeguards.
- The future of nuclear taboo and norm-building against nuclear use.
- Militarisation of outer space, drones, AI and cyber warfare: emerging UN debates.
- The future of UN disarmament diplomacy.

Essential/Recommended Readings/Texts:

1. Sethi, Manpreet. (2009). *Nuclear Strategy: India's March Towards Credible Deterrence*. New Delhi: KW Publishers.
2. Rajagopalan, Rajesh, & Mishra, Anit Mukherjee. (2014). *Nuclear South Asia: Keywords and Concepts*. New Delhi: Routledge India.
3. Futter and rew. (2015). *The Politics of Nuclear Weapons*. London: SAGE Publications.
4. Foradori, Paolo, Giacomello, Gian Luca, & Pascolini and rea, eds. (2017). *Arms Control and Disarmament: 50 Years of Experience in Nuclear Education*. Cham: Springer.
5. United Nations General Assembly. *Resolutions on Disarmament and Arms Control (selected)*.
6. United Nations Office for Disarmament Affairs (UNODA). *Disarmament: Basic Facts*. UN Publications.

Additional Resources:

1. Schelling, Thomas C., & Halperin, Morton. (1961). *Strategy and Arms Control*. Cambridge, MA: Harvard University Press.
2. Stohl, Rachel, et al. (2012). *The Small Arms Trade*. Melbourne: Bolinda Audio.
3. Narang, Vipin. (2014). *Nuclear Strategy in the Modern Era*. Princeton, NJ: Princeton University Press.
4. Tan and rew T. H. (2014). *The Global Arms Trade: A Handbook*. New York: Routledge.
5. Joshi, Yogesh, & O'Donnell, Frank. (2019). *India and Nuclear Asia: Forces, Doctrine and Dangers*. Washington, DC: Georgetown University Press.

Continuous Assessment:

The assessment should be based on any four of the following:

1. Participation in workshops/seminars on UN disarmament initiatives.
2. Writing assignments on UN-sponsored treaties (e.g., NPT, CTBT, ATT).
3. Producing short videos explaining a UN disarmament mechanism (e.g., IAEA inspections, UN Register of Conventional Arms).
4. Participation in simulation exercises (e.g., Model UN Security Council on nuclear crisis).
5. Presentation of a case study on UN involvement in arms control (e.g., Iraq inspections, JCPOA, DPRK nuclear issue).
6. Drafting a mock UNGA resolution on disarmament.
7. Critical review of a UN disarmament report or treaty negotiation.

Difficulty Level 300-399

Credits - 4
Hours - 60

Major 3.5: Contributions of the Bhāratīya Jñāna Paramparā

Course Objectives:

1. To study the development of the Indian Knowledge Tradition during the Vedic period, the Upanishadic era and the classical age.
2. To examine the distinct features of the Indian Knowledge System in various fields such as philosophy, science, mathematics, Ayurveda, grammar, arts, literature, sociology and governance.
3. To understand the contemporary relevance of this tradition including its spiritual essence, scientific perspective, integration into modern education and contribution to global dialogue.

Learning Outcomes:

After the completion of the course, the students will:

1. Review the contributions of the Indian Knowledge Tradition in philosophical and scientific fields and highlight their unique features.
2. Analyze the contributions in the fields of language, literature and art and explain their cultural and global significance.
3. Reflect on the relevance of the Indian Knowledge Tradition in modern times and demonstrate its applications in scientific and technical fields.
4. Outline future directions for the preservation, documentation and revival of traditional knowledge in the context of modern challenges.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 3.5	Contributions of the Bhāratīya Jñāna Paramparā	04	0	0	04

Details of Course:

Unit I Philosophical and Scientific Contributions of the Indian Knowledge System. **Credit 1**

- Metaphysical and Philosophical Insights.
- Advancements in Mathematics and Astronomy.
- Holistic Approach to Medicine and Well-being.

Unit II Contributions Related to Language, Literature and Arts. **Credit 1**

- Linguistic Analysis and Grammar Structures.
- Artistic Expressions and Literary Masterpieces.

Unit III Relevance of the Indian Knowledge System Today. Credit 1

- Spiritual and Philosophical Relevance.
- Scientific and Technological Applications.
- Integrating Traditional Wisdom.
- Global Exchange and Cross-Cultural Learning.

Unit IV Challenges and Future Directions. Credit 1

- Preservation and Documentation.
- Reviving Traditional Knowledge in Contemporary Contexts.
- Ethical Considerations and Responsible Adaptation.
- Embracing the Past to Shape a Harmonious Future.

Essential/Recommended readings/Texts:

1. Griffith, R. T. H. (1896). The Vedas: Rigveda, Samaveda, Yajurveda, Atharvaveda (English translation). Benares: E. J. Lazarus & Co.
2. Patañjali. The Yoga Sutras of Patanjali. [Classical Sanskrit text].
3. Kautilya. The Arthashastra (English translation). [Ancient Indian treatise on polity and economics].
4. Sivananda, S. (1989). The Bhagavad Gita (with translation and commentary). Divine Life Society.
5. Vālmīki. (1996). The Ramayana (A. Sattar, Trans.). Penguin Books.
6. Vyāsa. (2010–2014). The Mahabharata (B. Debroy, Trans., Vols. 1–10). New Delhi: Penguin Books.
7. Kapoor, K., & Singh, A. K. (Eds.). (2021). Indian knowledge systems. New Delhi: DK Print World Private Limited.
8. Chitre, P. (2024). Our intellectual heritage. Delhi: Motilal Banarsidass Publishing House.

Difficulty Level 300-399

Credits - 4
Hours - 60

SEMESTER – 6

Major 3.6: Śukranīti: Defence Perspective and Strategies

Course Objectives:

1. To study the concept of defence through fortification (Durga) as presented in Chapter 4 of Śukranīti.
2. To examine the organization and role of the military (Sena) in Śukranīti.
3. To analyze these ideas critically from the standpoint of Sanskrit textual tradition.
4. To apply the principles of Durga and Sena to contemporary defence and security studies.

Learning Outcomes:

After the completion of the course, the students will:

1. Explain the historical context and authorship of Śukranīti.
2. Interpret Sanskrit verses on Durga and Sena with accurate philological and strategic understanding.
3. Analyse the typologies of fortifications and army organization in Śukranīti.
4. Compare ancient and modern defence strategies, identifying enduring principles.
5. Apply Śukranīti's defence concepts to case studies in security and policy.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 3.6	Śukranīti: Defence Perspectives and Strategies	04	0	0	04

Details of Course:

Unit I Introduction to Śukranīti and Defence Theory. **Credit 1**

- Overview of Śukranīti – dating, authorship debates, place in Nītiśāstra literature.
- Relevance of Chapter 4 in the overall text.
- Defence in Indian strategic thought – integration with Arthaśāstra, Manusmṛti, Mahābhārata and Purāṇas.
- Reading and translation methodology for Sanskrit nīti texts.
- Critique of Śukranīti from a modern military science perspective.

Unit II Durga: The Science of Fortification. **Credit 1**

- Durga-lakṣaṇa – definition and strategic importance.
- Types of forts (Śukranīti's classification: Jala-durga, Giri-durga, Vana-durga, Mānuṣa-durga, etc.).
- Design principles – geometry, materials, location, accessibility and sustainability.

- Defensive mechanisms – moats, ramparts, gates, watchtowers, armouries.
- Internal arrangements – storage, water supply, living quarters, escape routes.
- Maintenance & repair protocols.
- Strategic role of forts in peace and war.
- Case comparison: Rajgad, Gingee, Chittorgarh (Indian examples) vs. Medieval European castles.

Unit III Sena: Organisation and Management of the Army. Credit 1

- Sena-paribhāṣā – definition of army and its role in state security.
- Divisions of the army – infantry, cavalry, elephants, chariots, navy (where applicable).
- Recruitment principles – selection criteria for soldiers (guṇa & śīla).
- Hierarchy & command structure – from Senāpati to foot soldiers.
- Training regimens – weaponry, physical fitness, discipline, moral code.
- Military logistics – supply lines, food, water, arms, medical support.
- Morale and ethics in war – dharmayuddha principles in Śukranīti.
- Comparative analysis with Kautilya's Saptanga model for military organisation.

Unit IV Strategic Integration and Contemporary Applications. Credit 1

- Forts as force multipliers – how fort design influences army deployment.
- Defence in depth – coordination between stationary (Durga) and mobile (Sena) defence systems.
- Role of terrain and environment in defence strategy.
- Emergency protocols – evacuation, regrouping, counterattack strategies.
- Siege warfare – both offensive and defensive perspectives from Śukranīti.
- Historical case studies – Panipat, Raigad, Delhi Sultanate's fort warfare.
- Adapting ancient principles to modern warfare and border security.
- Lessons for cyber defence & urban security planning.
- Student project presentations – application of Durga-Sena concepts to hypothetical scenarios.

Essential/Recommended readings/Texts:

1. Kauṭilya. (ca. 3rd century BCE). *The Kauṭilīya Arthaśāstra* (R. P. Kangle, Trans. & Ed.; Part II: Book 2, Durgavidhi; Book 10, Sena). Delhi: Motilal Banarsidass, 1992.
2. Śukra. (ca. 4th–10th century CE). *Śukranīti* (Chapter 4) [Critical edition with commentary].

Additional Readings:

1. Dikshitar, V. R. R. (1944). *War in Ancient India*. Delhi: Macmillan.
2. Pusalkar, A. D. (1959). *History of the Deccan Forts*. Poona: Deccan College Postgraduate & Research Institute.
3. Singh, S. D. (1965). *Ancient Indian Warfare: With Special Reference to the Vedic Period*. Leiden: E. J. Brill.
4. Sharma, R. S. (2005). *India's Ancient Past*. New Delhi: Oxford University Press. (Chapters on political and military systems)

Difficulty Level 300-399

Credits - 4
Hours - 60

Major 3.7: Defence Economics

Course Objectives:

1. To Introduce the principles of economics in relation to national defence and security.
2. To Develop an understanding of the interaction between defence spending, development and economic systems.
3. To Familiarise students with defence budgeting, planning, production and financing mechanisms.
4. To Provide analytical tools to evaluate cost-effectiveness and the economic impact of defence policies.
5. To Examine the broader effects of war on economies, including inflation, trade, technology and resource mobilisation.

Learning Outcomes:

After the completion of the course, the students will:

1. Define and apply key concepts of economics to defence and security studies.
2. Evaluate the trade-offs between defence expenditure and developmental needs.
3. Analyse India's defence budget and assess trends in expenditure.
4. Evaluate defence planning processes, including cost-effectiveness and systems analysis.
5. Examine the role of defence production, R&D and the public/private sectors in national security.
6. Assess the economic consequences of war, including impacts on inflation, trade, balance of payments and technological growth.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 3.7	Defence Economics	04	0	0	04

Details of Course:

Unit I Introduction. **Credit 1**

- Definition of Economics.
- Types of Economic System – Their Merits and Demerits.
- Defence Vs Development.

Unit II Defence Budget. **Credit 1**

- Concept of Finance, Revenue and Expenditure.
- Budgetary Process, National Income, Gross National Product, Gross Domestic Product.
- Analysis of India's Defence Budget during the past five years.

Unit III Defence Planning. **Credit 1**

- Concept of Defence and Importance of Defence Planning.
- System Analysis – Its Utility in Defence Planning.
- Cost Effectiveness and choice of Weapons System.

Unit IV Defence Production. **Credit 0.5**

- Classification of Defence Requirements.
- Role of Ordinance factories, Public and private Sector undertakings in Defence. Production.
- Role of Defence Research and Development Organization in Defence Production.

Unit V Effects of War on Economy. **Credit 0.5**

- Inflation Balance of Trade and Balance of Payment.
- Mobilization of Resources for War efforts.
- Growth of Science and technology.

Essential/Recommended Readings/Texts:

1. Shaw, E., & Scitovsky, T., eds. (1951). *Mobilizing Resources for War: The Economic Alternatives*. New York: McGraw-Hill.
2. Subramaniam, K. (1973). *Defence and Development*. Calcutta: Minerva Associates.
3. Kennedy, G. (1974). *The Military in the Third World*. New York: Scribner's.
4. Deger, S. (1986). *Military Expenditure in the Third World: The Economic Effects*. London: Routledge.
5. Khanna, D. D., & Mehrotra, P. N. (1993). *Defence Versus Development: Case Study of India*. New Delhi: Indus Publishing.
6. Subramaniam, K. *Perspectives in Defence Planning*. New Delhi: ABC Publishers.

Additional Readings:

1. Hartley, K., & Sandler, T., eds. (1990). *The Economics of Defence Spending*. London: Routledge.
2. Paul, T. V. (1992). *Asymmetric Conflicts: War Initiation by Weaker Powers*. Cambridge: Cambridge University Press.
3. Sandler, T., & Hartley, K. (1995). *The Economics of Defence*. Cambridge: Cambridge University Press.
4. Smith, R. (2009). *Military Economics: The Interaction of Power and Money*. Palgrave Macmillan.
5. Dunne, J. P. (2016). *Military Spending and Development*. SIPRI Publications.
6. Bae, S., & Markowski, S. (2017). *Arms Procurement Decision Making: China, India, Israel, Japan, South Korea and Thailand*. Oxford: Oxford University Press.
7. Government of India. *Annual Defence Budget Reports*. Ministry of Defence.

Continuous Assessment:

The assessment should be based on any four of the following:

1. Participation in workshops on defence economics, budgeting, or technology.
2. Writing assignments analysing India's defence budget, or a comparative study of defence expenditure among countries.

3. Producing short videos explaining economic dimensions of warfare (e.g., resource mobilisation, cost of war, defence R&D).
4. Participation in simulation exercises or war games involving resource allocation and defence planning.
5. Presentation of a case study on the economic impact of a historical war (e.g., World Wars, Indo-Pak Wars, Gulf War).
6. Policy brief writing on balancing defence and development priorities.
7. Book or article review of a seminal work in defence economics (e.g., Sandler & Hartley, SIPRI reports).

Difficulty Level 300-399

Credits - 4
Hours - 60

Major 3.8: War, Media and Journalism

Course Objectives:

1. To Provide students with a historical and theoretical understanding of war reporting and its influence on public opinion and policy.
2. To Familiarise students with different media theories and their application to security, conflict and warfare.
3. To Examine the role of Indian and global media in shaping discourses on war, terrorism, peace and national security.
4. To Explore legal, ethical and regulatory aspects of war journalism and media coverage.
5. To Enable students to critically analyse case studies of war and terrorism reportage in India and abroad.
6. To Develop skills for evaluating the media's dual role as an instrument of both conflict escalation and peacebuilding.

Learning Outcomes:

After the completion of the course, the students will:

1. Demonstrate an understanding of the evolution of war reporting and its role in national security.
2. Apply key media theories (agenda-setting, framing, cultivation, propaganda models) to analyse conflict reporting.
3. Critically evaluate ethical dilemmas in war journalism, propaganda and state-media relations.
4. Analyse the impact of media coverage on terrorism, information warfare and peace processes.
5. Assess Indian media's role in covering major conflicts and terrorist incidents.
6. Propose frameworks for responsible media engagement in security and conflict contexts.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
Major 3.8	War, Media and Journalism	04	0	0	04

Details of Course:

Unit I National Security and the Media: Introduction. **Credit 0.5**

- Concept and Meaning.
- Types/Categories of Media and New Media.
- History of Media.
- The Indian Media and National Security Strategy.

Unit II Understanding Media: Theories and Practices. **Credit 1**

- Agenda Setting Theory.
- Cultivation analysis Theory.
- Hypodermic Needle Theory.
- Media and Soft Power.
- Gratifications Theory.

Unit III Media and State. **Credit 1**

- Theory of Public Sphere.
- Linking Media and State.
- Policy and Propaganda.
- New Media and Public Opinion.

Unit IV Press Laws of Indian Media. **Credit 0.5**

- Press Council Act of 1978.
- Defence of India Act, 1962.
- Civil Defence Act, 1968.
- The Broadcasting Code.
- Media Ethics.

Unit V National Security, Terrorism and Role of Media. **Credit 0.5**

- Information Warfare.
- Defence against Information Warfare.
- Terrorist view towards Media.
- Media Interest in Terrorism.

Unit VI Indian Media Coverage of Contemporary Operations: Case Studies. **Credit 0.5**

- Kargil War.
- IC-814 Hijack.
- 26/11 Attack.
- Operation Sindoor.

Essential/Recommended readings/Texts:

1. Arno, A. (1984). The news media in national and international conflict. Boulder, CO: Westview Press.
2. Iyengar, S., & Simon, A. (1993). News coverage of the Gulf crisis and public opinion. Communication Research, 20(3), 365–383.
3. Allen, B., et al. (1994). The media and the Gulf War: Framing, priming and the spiral of silence. Cambridge / Oxford / etc.: Polity.
4. Rasmussen, J. L. (1997). Peacemaking in the twenty-first century. Washington, DC: United States Institute of Peace.
5. Huntington, S. P. (2000). The clash of civilizations? Pearson Publishing.
6. Cunningham, S. (2001). Responding to propaganda: An ethical enterprise. Journal of Mass Media Ethics.

7. Baum, M. (2003). Soft news goes to war: Public opinion and American foreign policy in the new media age. Princeton: Princeton University Press.
8. Allan, S., & Zelizer, B. (Eds.). (2004). Reporting war: Journalism in wartime. London / New York: Routledge.
9. Musa, B., & Domatob, J. K. (2007). Perspectives on media ethics and professionalism in post-colonial societies. Journal of Mass Media Ethics.
10. Musa, B. Journalistic ethics and conflict reporting: A biblical pedagogy of media advocacy, objectivity and social responsibility.

Additional Readings:

1. Thussu, D. K., & Freedman, D. (2003). *War and the Media: Reporting Conflict 24/7*. Thousand Oaks, CA: Sage.
2. Okrent, D. (2004). *Weapons of Mass Distraction?* New York Times.
3. Tumber, H., & Webster, F. (2006). *Journalists Under Fire: Information War and Journalistic Practices*. Thousand Oaks, CA: Sage.
4. Rid, T. (2007). *War and Media Operations: The US Military and the Press from Vietnam to Iraq*. London / New York: Routledge.
5. Thussu, D. K. (2007). *Media on the Move: Global Flow and Contra-Flow*. London: Routledge.
6. Chatterji, P. C. (2009). *Broadcasting in India: Many Voices, Many Choices*. New Delhi / Thousand Oaks / London: Sage.
7. Hoskins, A., & O'Loughlin, B. (2010). *War and Media: The Emergence of Diffused War*. Cambridge: Polity Press.
8. Carruthers, S. (2011). *The Media at War*. Basingstoke: Palgrave Macmillan.
9. Plaisance, P. (2013). *Media Ethics: Key Principles for Responsible Practice*. Thousand Oaks, CA: Sage.

Continuous Assessment:

The assessment should be based on any four of the following:

1. Participation in media workshops on war and security reporting.
2. Writing assignments analysing media coverage of specific wars or terrorist events.
3. Producing short videos or podcasts explaining the media's role in shaping war narratives.
4. Simulation exercises on crisis communication, war correspondence, or information warfare.
5. Presentation of case studies on war journalism (e.g., Kargil War, Gulf War).
6. Media content analysis project (e.g., coding news reports for framing and agenda-setting).
7. Book/film review of a key work in war journalism (e.g., documentaries on embedded journalism, or war correspondents).

Difficulty Level 300-399

Credits - 4
Hours - 60

Major 3.9: Intelligence in National Security

Course Objectives:

1. To Provide students with a conceptual and historical understanding of intelligence and its role in national security.
2. To Familiarise students with classical and modern approaches to intelligence, including theories, structures and practices.
3. To Examine the evolution of global intelligence systems and India's own intelligence apparatus.
4. To Critically analyse intelligence operations—successes, failures and reforms—through selective case studies.
5. To Explore the future of intelligence in light of emerging technologies, ethics and global security challenges.
6. To Build analytical skills to evaluate intelligence as a tool of statecraft, counterterrorism and strategic decision-making.

Learning Outcomes:

After the completion of the course, the students will:

1. Explain the concepts, scope and key functions of intelligence in the context of national security.
2. Identify and assess traditional practices of intelligence such as collection, analysis, covert operations and counterintelligence.
3. Demonstrate understanding of historical and comparative perspectives on intelligence, from Kautilya to contemporary agencies like CIA, KGB, MI6, ISI and Mossad.
4. Analyse India's intelligence apparatus, its strengths, weaknesses and its evolving role in national security.
5. Evaluate the impact of emerging technologies and ethical debates on the future of intelligence.
6. Apply lessons from case studies to understand intelligence successes and failures in global and Indian contexts.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
Major 3.9	Intelligence in National Security	04	0	0	04

Details of Course:

Unit I Introduction. **Credit 0.5**

- Concept, types, scope, importance and meaning of Intelligence.
- Key terms and Concepts in Intelligence and National Security.
- Intelligence Cycle: Collection, Analysis and issues in Intelligence Cycle.

Unit II Intelligence in History. **Credit 1**

- Intelligence as statecraft.
- Strategic thoughts on Intelligence: Kautilya, Sun Tzu and Clausewitz.
- British period Intelligence, Evolution of Intelligence Agencies - CIA, KGB, MI6. ISI, MOSSAD.
- Intelligence in Modern India.

Unit III Trade and Practices in Intelligence. **Credit 1**

- Intelligence gathering process: Producers and consumers of Intelligence.
- Open-Source Intelligence, collation and Data Mining.
- Counter- Intelligence and safeguards practices.
- Intelligence cooperation: Bilateral and Multilateral.
- Selective Case Studies in Intelligence.

Unit IV India's Intelligence Apparatus and its National Security. **Credit 1**

- Origins of India's Intelligence apparatus.
- Government agencies involved in Intelligence and National Security.
- Intelligence and geopolitical environment.
- Reforms in India's Intelligence apparatus.
- Role of Military Intelligence.

Unit V Future Directions in Intelligence Studies. **Credit 0.5**

- Change and continuity in Intelligence.
- Traditional Intelligence and Emerging Tech.
- Ethics and Intelligence.

Essential/Recommended readings/Texts:

1. Manickam, R. N. (2000). *Security, Espionage and Counterintelligence*. Manas Publications
2. Johnson, L. K., ed. (2010). *The Oxford Handbook of National Security Intelligence*. Oxford: Oxford University Press
3. Shah, S. K. (2018). *Strategic Intelligence and National Security in South Asia*. New Delhi: S R Book World
4. Gupta, A. (2018). *How India Manages Its National Security*. New Delhi: Penguin / Viking / Penguin Random House India
5. Prunckun, H. (2019). *Counterintelligence: Theory and Practice*. Lanham, MD: Rowman & Littlefield
6. Dayal, S. (2020). *C4I2SR*. New Delhi: KW Publishers
7. Kumar, S. (2020). *India's National Security*. New Delhi: Pentagon Press

Additional Readings:

1. Mitrokhin, V., & Andrew, C. (1999). *The Mitrokhin Archive: The KGB in Europe and the West*. London: Penguin
2. Herman, M. (2001). *Intelligence Power in Peace and War*. Cambridge: Cambridge University Press

3. Aldrich, R. J. (2010). *GCHQ: The Uncensored Story of Britain's Most Secret Intelligence Agency*. Harper Press
4. Riedel, B. (2013). *Avoiding Armageddon: America, India and Pakistan to the Brink and Back*. Washington, DC: Brookings Institution Press
5. Richelson, J. (2015). *The U.S. Intelligence Community*. New York: Routledge
6. Andrew, C. (2018). *The Secret World: A History of Intelligence*. London: Yale University Press
7. Lowenthal, M. (2020). *Intelligence: From Secrets to Policy*. Washington, DC: CQ Press
8. Minaxi. *The Black Tiger: The Untold Story of an Indian Spy in Pakistan*. Apna Publish

Continuous Assessment:

The assessment should be based on any four of the following:

1. Participation in workshops on intelligence, cybersecurity, or defence technology.
2. Writing assignments on intelligence operations or comparative study of intelligence agencies.
3. Producing short videos/podcasts explaining intelligence failures or successes (e.g., 9/11, Kargil).
4. Simulation exercises on intelligence analysis, crisis management, or counter-intelligence operations.
5. Presentation of case studies on intelligence in wars or counterterrorism (e.g., Mossad's Entebbe raid, R&AW in 1971 war).
6. Book review/film analysis of works like The Spy Who Came in from the Cold, Raazi, or intelligence memoirs.
7. Debates on ethical dilemmas in intelligence (e.g., surveillance vs. privacy).

Difficulty Level 300-399

Credits - 4
Hours - 60

Major 3.10: Indian System of Logic and Debate

Course Objectives:

1. To acquaint students with the fundamental Indian principles of debate (vāda-vidyā) and their applications in philosophical discourse and diverse areas of knowledge.
2. To bring the indigenous science of argumentation (Anvīkṣikī) to the fore.
3. To develop in students the logical faculty of discourse and rational perception applicable to day-to-day life situations.

Learning Outcomes:

After the completion of the course, the students will:

1. Apply the principles of syllogistic logic through pañcāvayava-vākya and related concepts.
2. Evaluate theories of debate such as siddhānta, nirṇaya and different modes of dialogue.
3. Apply principles of Indian logic and debate in academic and real-life discussions.
4. Analyze arguments systematically using classical Indian logical structures.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 3.10	Indian System of Logic and Debate	04	0	0	04

Details of Course:

Unit I Fundamentals of the Science of Debate. **Credit 1**

- Ānvīkṣikī (Science of inquiry) – Definition and importance.
- Growth of Ānvīkṣikī – Vāda-Vidyā (Evolution into the art of debate)
- Pariṣad (Council of debate) – Definition and types.
- Roles in debate:
  - Vādī (Discussant)
  - Prativādī (Opponent)
  - Madhyastha (Judge)
  - Prāśnika (Questioner)

Note: Definitions and concepts to be taken from:

  - Nyāyasūtra
  - Nyāyakośa (Bhimacharya Jhalkikar)

- A History of Indian Logic (S.C. Vidyabhushan, Chapter III, Section I)

Unit II Syllogistic Logic. **Credit 1**

- Anumāna (Inference) – Definition and key terms:
  - Sādhya (Major term / probandum)
  - Hetu (Middle term / probans)
  - Pakṣa (Minor term)

- Illustrations
  - Sapakṣa (Similar instance)
  - Vipakṣa (Contrary instance)
- Vyāpti (Invariable Concomitance) – Types and methods of establishment.
- Demonstration of pervasion:
  - Upādhi (Condition)
  - Tarka (Hypothetical reasoning) – Nature and varieties.
- Pañcāvayava-vākya (Five-membered syllogism) – Structure and application.

Note: Definitions and concepts to be taken from:

- *Tarkasaṁgraha.*
- *Tarkabhāṣā.*
- *Nyāya Theory of Knowledge* (S.C. Chatterjee, Chapters XI–XIV)

Unit III Theory of Debate. **Credit 1**

- Dṛṣṭānta (Example) – Role in argument.
- Siddhānta (Tenet) – Definition and function.
- Nirṇaya (Ascertainment) – Process and significance.
- Kathā (Dialogue) – Kinds of dialogues.
- Types of interaction:
  - Vāda (Discussion)
  - Jalpa (Wrangling)
  - Vitaṇḍā (Cavil)

Unit IV Fallacies and Defeats in Debate. **Credit 1**

- Chala (Quibble) – Definition and kinds.
- Jāti (Analogue) – Types and usage.
- Nigrahasthāna (Point of defeat) – Definition and kinds:
  - Pratijñāhāni (Hurting the proposition)
  - Pratijñāntara (Shifting of proposition)
  - Pratijñāvirodha (Opposing the proposition)
  - Pratijñāsannyāsa (Renouncing the proposition)
  - Matānujñā (Admission of an opinion)

Note: Definitions and concepts to be taken from:

- *Nyāyasūtra*
- *Nyāyakośa* (Bhimacharya Jhalkikar)
- *A History of Indian Logic* (S.C. Vidyabhushan, Chapter II, Section II)

Essential/Recommended readings/Texts:

1. Athalye & Bodas, (1920), Tarkasaṅgraha (only introduction & exposition of anumāna), Mumbai.
2. Shastri, Kuppuswami, (1951), A Primer of Indian Logic (only introduction & exposition of anumāna), Madras.

3. Bagchi, S. S., (1951), Inductive Logic: A Critical Study of Tarka & Its Role in Indian Logic, Darbhanga.
4. Hiriyanna, M., (1956), Outline of Indian Philosophy, London, (Also Hindi translation).
5. Vidyabhushan, Satish Chandra, (1962), A History of Indian Logic (Chapter III of Section I & Chapter II of Section II only), Delhi: Motilal Banarsidass.
6. Chatterjee, S. C., & Datta, D. M., (1968), Introduction to Indian Philosophy, Calcutta: Calcutta University, (Hindi translation also available).
7. Chatterjee, S. C., (1968), The Nyāya Theory of Knowledge, Calcutta.
8. Potter, Karl H., (1977), Encyclopaedia of Indian Philosophies, Vol. II, Delhi: Motilal Banarsidass.
9. Radhakrishnan, S., (1990), Indian Philosophy, Delhi: Oxford University Press.
10. Jhalkikar, Bhimacharya, (1997), Nyāyakośaḥ, Poona: Bhandarkar Oriental Research Institute, (Reprint of fourth edition).
11. Matilal, B. K., (1998), The Character of Logic in India, Oxford.
12. उपाध्याय आचार्य बलदेव (2007) भारतीय दर्शन की रूपरेखा, चौखंभा पब्लिशर्स, वाराणसी : भारत।
13. Annaṁbhaṭṭa, (2007), Tarkasaṁgraha (with Dīpikā), Ed. & Tr. in Hindi by Kanshiram & Sandhya Rathore, Delhi: MLBD.
14. सिंह जदुनाथ, (2014), भारतीय दर्शन, मोती लाल बनारसी दास प्राइवेट लिमिटेड, नई दिल्ली।
15. Jha, Harimohan, Bhāratīya Darśana Paricaya, Vol. I (Nyāya Darśana), Darbhanga.

FOURTH YEAR: MAJOR PAPERS

Difficulty Level 400-499

Credits - 4
Hours - 60

SEMESTER – 7

Major 4.1: Basic Skills for Research Paper and Dissertation

Course Objectives:

1. To introduce students to the fundamentals of writing research dissertations and academic papers.
2. To help students acquire essential skills for effective and scholarly research writing.
3. To ensure a clear understanding of academic standards, structure and formatting required in research.
4. To familiarize students with the techniques and methodologies applicable to academic research and writing.

Learning Outcomes:

After the completion of the course, the students will:

1. Narrate the basics of writing research dissertations or papers.
2. Gain the necessary skills required for effective research writing.
3. Interpret a clear understanding of the standards to be followed in academic research.
4. Apply the techniques to be used in their research writings.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 4.1	Basic Skills for Research Paper and Dissertation	04	0	0	04

Details of Course:

Unit I Theoretical concept of Research. **Credit 1**

- Introduction, Objectives and Types of Research.
- Outline of Research Work.
- Topic Selection and Writing Methods.
- Material Collection: Primary and Secondary.
- E-Recourses and Research Tools.

Unit II Dissertation/Paper Editing Tools. **Credit 1**

- Typing tools for Unicode Devanagari.
- Editing Tools: Microsoft Word and Google Docs.

Unit III Basics of Research Paper Writing. **Credit 1**

- Topic Selection.
- Review of Literature.
- Drafting the body.

- Revision/Editing.
- Major Components of Research Papers:
    - Abstract.
    - Keywords.
    - Background and Introduction.
    - Review of Literatures.
    - Objective.
    - Material (Data) and Methodology.
    - Result and Discussions.
    - Conclusions.
    - Finding.
    - Future Direction of Research.
    - Acknowledgement.
    - References.

Unit IV Dissertation Writing Skill. Credit 1

- Overview of the dissertation.
- Major steps: Proposal, Dissertation Writing, Editing/Review.
- Presentation and Submission.
- Essential Elements of Research Proposal:
    - Research topic selection.
    - A brief description of the proposed thesis.
    - Preliminary outline of the proposed research.
    - Survey.
    - Reference list.
- Structure of Dissertation:
    - Title Page.
    - Acknowledgement.
    - Abstract.
    - Table of Contents.
    - List of figures.
    - List of Tables.
    - List of Appendixes.
    - Dissertation Chapters.
    - References Lists.

Essential/Recommended Readings/Texts:

1. Yelikar, 2009, *Essentials of Research Methodology & Dissertation Writing ((Fogsi),* Jaypee Brothers Medical Publishers.
2. द्विवेदी प्रभुनाथ, (2014), *संस्कृत शोध प्रविधि*, वाराणसी : शारदा संस्कृत संस्थान।
3. Teacher's notes, ppt and handout.
4. http://www.makeuseof.com/tag/5-powerpoint-tips-improve-presentation-skills-overnight/
5. https://www.slideshare.net/subagini/effective-presentation-skills-28512891
6. http://www.free-power-point-templates.com/articles/18-tips-to-improve-presentation-skills/

Difficulty Level 400-499

Credits - 4
Hours - 60

Major 4.2: Ṣāḍguṇya in Arthaśāstra (Āvapādhikara)

Course Objectives:

1. To study the Āvapādhikara (Adhikaraṇas 6–13) of Kauṭilya's Arthaśāstra.
2. To understand the principles of foreign policy, statecraft, internal and external defence and crisis management discussed therein.
3. To develop the ability to analyze Kauṭilya's framework in the light of Sanskrit textual study.
4. To apply these principles to contemporary issues in governance, diplomacy and national security.

Learning Outcomes:

After the completion of the course, the students will:

1. Explain the foundations of Maṇḍala Theory and its practical implications.
2. Analyze the Ṣāḍguṇya (six measures of foreign policy) and their applications.
3. Evaluate Kautilya's framework of diplomacy, intelligence and secret practices.
4. Assess internal defense strategies and responses to crises as per Arthaśāstra.
5. Apply Avapadhikara insights to modern geopolitics, governance and security studies.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
Major 4.2	Ṣāḍguṇya in Arthaśāstra (Āvapādhikara)	04	0	0	04

Details of Course:

Unit I Foundations of Āvapādhikara & Maṇḍala Theory. **Credit 1**

- Nature and scope of Adhikaraṇas 6–13.
- Concept of Āvapād and necessity of defense in statecraft.
- Maṇḍala Theory: Circle of States – enemy, ally, neutral, intermediary.
- Relationship dynamics and interdependence.
- Introduction to Ṣāḍguṇya (six measures of policy).

Unit II Ṣāḍguṇya – Six Measures of Foreign Policy. **Credit 1**

- Sandhi (treaty of peace): conditions, strategies, risks.
- Vigraha (war): justifications, strategies and consequences.
- Āsana (neutrality): waiting and strategic inaction.
- Yāna (expedition): campaigns and conquests.

- Saṃśraya (seeking protection/alliance): uses and limitations.
- Dvaidhibhāva (dual policy): combining strategies.
- Relevance of Ṣāḍguṇya in modern diplomacy.

Unit III Diplomacy, Espionage & Defense. Credit 1

- Ambassadors (dūtas): types, duties and conduct.
- Protocols of negotiation and treaties.
- Use of envoys in diplomacy and intelligence.
- Spies and counter-spies: methods of gathering information.
- Secret practices (upājīva, prakāśa).
- Deception, covert operations and psychological warfare.
- Protection of frontiers, forts (durga) and borders.
- Army organization, recruitment and training.
- Defense against rebellion, infiltration and internal threats.

Unit IV Calamity Management & Contemporary Relevance. Credit 1

- Handling natural calamities: famine, flood, fire, epidemics.
- Integration of internal security with external defense.
- Interlinking Mandala Theory and Ṣāḍguṇya.
- Ethics of war, peace and diplomacy in Kauṭilya's framework.
- Case studies from Mauryan Empire and later Indian kingdoms.
- Comparative analysis: Kauṭilya and modern political realism.
- Applications of Āvapādhikara to present-day geopolitics.
- Student-led presentations and reflections.

Essential/Recommended Readings/Texts:

1. Kauṭilya. (ca. 3rd century BCE). *Arthaśāstra*. Translated by L. N. Rangarajan. New Delhi: Penguin Books India.
2. Kauṭilya. (1960–1965). *The Kauṭilīya Arthaśāstra*, Parts I–III. Edited & translated by R. P. Kangle. Bombay: University of Bombay.
3. Boesche, R. (2002). *The First Great Political Realist: Kautilya and His Arthashastra*. Lanham, MD: Lexington Books.
4. Bhat, V. R., & Shukla, T. (2024). *Introduction to Indian Knowledge Systems: Concepts and Applications*. Noida: PHI Learning.

Additional Reading:

1. Ghoshal, U. N. (1959). *A History of Indian Political Ideas: The Ancient Period and the Period of Transition to the Middle Ages*. London / New York: Oxford University Press.
2. Olivelle, P. (2013). *King, Governance and Law in Ancient India: Kautilya's Arthaśastra*. Oxford: Oxford University Press.

Difficulty Level 400-499

Credits - 4
Hours - 60

Major 4.3: Modern Concepts of Warfare: Information Warfare, Cyber Warfare and Multi-Domain Operations

Course Objectives:

1. To Provide students with a conceptual and applied understanding of information warfare (IW), cyber warfare (CW) and multi-domain operations (MDOs).
2. To Familiarise students with the evolution, models and tools of IW and CW, including propaganda, disinformation, cyber weapons and information operations.
3. To Analyse India's vulnerabilities and preparedness against information, cyber and multi-domain threats, with reference to Chinese and Pakistani strategies.
4. To Study comparative global doctrines (US, Russia, China) on cyber warfare and multi-domain operations.
5. To Enable students to critically evaluate future threats and challenges posed by IW, CW and MDOs and devise possible strategic responses for India.

Learning Outcomes:

After the completion of the course, the students will:

1. Define and distinguish IW, CW and MDOs and explain their relevance in modern warfare.
2. Analyse tools of information warfare (propaganda, misinformation, psychological ops) and their use by state and non-state actors.
3. Examine the evolution of cyber warfare doctrines globally and their role in contemporary military strategy.
4. Assess India's preparedness in countering IW, CW and MDO challenges.
5. Critically evaluate the role of technology, perception management and convergence of domains in shaping modern warfare.
6. Develop skills in scenario analysis, case studies and simulations of IW, CW and MDOs.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
Major 4.3	Modern Concepts of Warfare: Information Warfare, Cyber Warfare and Multi-Domain Operations	04	0	0	04

Details of Course:

Unit I Information Warfare. Credit 1

- Information Warfare: Concepts, Features, Model, components, its evolution.
- Psychological Operations, Information Operation and Perception Management.
- Use of Misinformation, Disinformation, Propaganda as IW tools. Use of IW tools by Islamic Fundamentalism, LWE and terrorist Organisation.
- China and Pakistan's ISPR IW campaign – Soft Poer, Public Diplomacy and Ideology as weapon.
- Role of IW in evolving a National Security and Defence Strategy.
- Evolving IW strategy for India: Meeting Challenges from Chinese and Pakistan IW.

Unit II Cyber Warfare. Credit 1

- Introduction to Cyber Warfare Threatscape: definition of cyberwar, motivation, attackers, threats, fifth domain of warfare, models of Cyber Warfare, Concept of Misinformation and Disinformation.
- Offensive and Defence Information Warfare, Cyberspace as a Warfare Domain: Purpose, Plausibility and Limits of Cyberwar, Cyber Weapons: Logical (scanning, exfiltration tools, etc.), physical (physical means), psychological (social engineering)
- Operational History of Cyber Warfare: Cyber Crime, Future Threats, Rise of Nonstate Hacker, Noteworthy Events, Ex. Gaza Cyber war.
- Responding to International Cyber Attacks: Law of War, Nonstate actors and Law of War, Analysing Cyber Attacks, Technological Limitations, Issues, Intelligence Component of Cyber Warfare.
- Role of Cyber Warfare in Military Doctrine - Cyber Warfare Doctrine and Strategy: materialization of cyber warfare in modern armies, evolving doctrines and changes in national doctrines for the usage of cyber force (e.g., US. Russia and China)

Unit III Multi Domain Operation. Credit 2

- Meaning and Definitions of Multi Domain Operations, difference between Airland battle and Multi-Domain Operations.
- Need for Multi Domain Operations? - The Changing Character of War, the evolution of joint and combined arms, MDOs operational framework.
- Future Threats and Challenges: India's Preparedness in Multi- Domain Operations, Theaterisation, Cohesion through Convergence.
- Indian Military Strategy in Future Conflicts w.r.t to MDOs.

Essential/Recommended Readings/Texts:

1. Denning, Dorothy. (1998). *Information Warfare and Security*. Boston: Addison Wesley
2. Paul, Christopher. (2008). *Information Operations: Doctrine and Practice*. Westport, CT: Praeger Security International.
3. Libicki, Martin C. (2009). *Cyber Deterrence and Cyberwar*. Santa Monica, CA: RAND

4. Carr, Jeffrey. (2011). *Inside Cyber Warfare: Mapping the Cyber Underworld*. Sebastopol, CA: O'Reilly.
5. Winterfeld, Steve and Jason Andress. (2012). *The Basics of Cyber Warfare*. Waltham, MA: Elsevier.
6. Reich, Pauline C. and Eduardo Gelbstein. (2012). *Law, Policy and Technology: Cyberterrorism, Information Warfare and Internet Immobilization*. Hershey, PA: IGI Global.
7. Chapple, Mike and David Seidl. (2015). *Cyberwarfare: Information Operations in a Connected World*. Burlington, MA: Jones & Bartlett.
8. Joachim, Eric C. (2021). *Culture Clash: Army and Air Force Culture Concerning Multi-Domain Operations*. Fort Leavenworth, KS: U.S. Army Command and General Staff College.

Additional Readings:

1. Arquilla, John and David Ronfeldt. (1996). *The Advent of Netwar*. Santa Monica, CA: RAND.
2. Nye, Joseph S. (2004). *Soft Power: The Means to Success in World Politics*. New York: Public Affairs.
3. Ganor, Boaz. (2008). *Terrorism and the Laws of Multi-Dimensional Warfare*. Herzliya: IDC Herzliya.
4. Kuehl, Daniel T. (2009). *From Cyberspace to Cyberpower*. Washington, DC: National Defense University.
5. Stiennon, Richard. (2010). *Surviving Cyberwar*. Lanham, MD: Rowman & Littlefield.
6. Rid, Thomas. (2013). *Cyber War Will Not Take Place*. Oxford: Oxford University Press.
7. Singer, P. W. and Allan Friedman. (2014). *Cybersecurity and Cyberwar: What Everyone Needs to Know*. Oxford: Oxford University Press.
8. Clapper, James R. (2015). *Worldwide Cyber Threats*. U.S. House Intelligence Committee Report.

Continuous Assessment:

The assessment should be based on any four of the following:

1. Participation in workshops on cyber defence, information operations, or wargaming.
2. Writing assignments on specific cyber-attacks, IW campaigns, or case studies of MDOs.
3. Producing short videos/podcasts explaining cyber warfare tools, IW propaganda methods, or MDO scenarios.
4. Participation in simulation exercises or cyber/war games (e.g., red teaming, crisis management, cyber defence drills).
5. Presentation of a case study on technological impact in war (e.g., Stuxnet, Kargil IW, Russia-Ukraine cyberwarfare).
6. Debates on ethical and legal dilemmas in IW and CW (privacy, surveillance, cyber sovereignty).

7. Group projects on designing a national strategy for India to counter IW, CW and MDOs.

Difficulty Level 400-499

Credits - 4
Hours - 60

Major 4.4: Science and Technology in Relation to Warfare

Course Objectives:

1. To Provide a historical and conceptual understanding of the role of science and technology in the evolution of warfare.
2. To Introduce students to emerging and disruptive technologies and their transformative role in the future of warfighting.
3. To Analyse the implications of advanced materials, cyber and computing innovations, hypersonic weapons and renewable energy resources for national security.
4. To Explore the comparative developments in the United States, Russia, China and India in adopting such technologies.
5. To Enable students to critically assess how technological change impacts strategy, military doctrines and global security dynamics.

Learning Outcomes:

After the completion of the course, the students will:

1. Trace the historical evolution of military technologies and their influence on the character of warfare.
2. Understand the fundamentals of AI, Big Data, Cloud Computing, IoT, VR/AR/MR, Blockchain, 3D printing, Quantum Computing and advanced materials.
3. Evaluate the military applications of emerging technologies in cyber, space, land, air, sea and cognitive domains.
4. Compare global developments in hypersonic weapons, renewable energy innovations and quantum technologies.
5. Critically assess ethical, doctrinal and security challenges arising from the militarisation of disruptive technologies.
6. Apply theoretical knowledge to case studies, war simulations and future conflict scenarios.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
Major 4.4	Science And Technology in Relation to Warfare	04	0	0	04

Details of Course:

Unit I Military Technology: An Introduction. Credit 1

- Brief introduction to the history, evolution and spread of military technology and major discourses surrounding the subject.
- The specifics of emerging and disruptive technologies.
- How do emerging technologies drive the arms race and its implication for warfare.

Unit II Superfast and large storage-based computing technologies. Credit 1

- Artificial intelligence.
- Big Data and Cloud Computing.
- IoT and VR-AR-MR.
- Blockchain.
- Applications to Cyber and Space domain.

Unit III Advanced Materials and 3D printing. Credit 0.5

- Materials like Graphene, silicone, Germanane, Phosphorene, Antimonene, Stanene, Meta-materials, Molydenum, Dissulphide.
- New Solar Cells, Shape Memory Alloys, Self-healing artificial materials, Aerogel, Kevlar and Polymetallic Nodules.
- The implications of 3D printing for military applications and security.

Unit IV Hypersonic Weapons. Credit 0.5

- What is hypersonic technology?
- The role of hypersonic weapons in warfare.
- Comparative analysis wrt hypersonic technology development in China, Russia, USA and India.

Unit V Inexhaustible Power Resources. Credit 0.5

- Inexhaustible power resources like water, solar, geothermal and biomass are discussed.
- Their application in the defence sector.
- Comparative analysis wrt innovation in China, Russia, USA and India.

Unit VI Quantum Computing. Credit 0.5

- What is Quantum Computing?
- Current innovation and application to the defence sector.
- China and its work on quantum computing**.**

Essential/Recommended Readings/Texts:

1. Buzan, Barry. (1987). *An Introduction to Strategic Studies: Military Technology and International Relations*. New York: Springer.
2. Alic, John A., Lewis M. Branscomb and Harvey Brooks. (1992). *Beyond Spinoff: Military and Commercial Technologies in a Changing World*. Cambridge, MA: Harvard Business Press.

3. Denning, Dorothy. (1998). *Information Warfare and Security*. Boston: Addison-Wesley.
4. Cummings, Mary. (2017). *Artificial Intelligence and the Future of Warfare*. London: Chatham House.
5. Lele, Ajey. (2019). *Disruptive Technologies for the Militaries and Security*. Cham: Springer.
6. Horowitz, Michael C. (2020). "Do Emerging Military Technologies Matter for International Politics?" *Annual Review of Political Science.*
7. Raska, Michael. (2020). "The Sixth RMA Wave: Disruption in Military Affairs?" *Journal of Strategic Studies.*

Additional Readings:

1. Wong, Wilson. (2013). *Emerging Military Technologies: A Guide to the Issues*. Santa Barbara, CA: ABC-CLIO.
2. Singer, P. W. and August Cole. (2015). *Ghost Fleet: A Novel of the Next World War*. New York: Eamon Dolan/Houghton Mifflin Harcourt.
3. Fey, Marc. (2017). *3D Printing and International Security*. PRIF Report.
4. Sudhan, A. and M. J. Nene. (2017). "Employability of Blockchain Technology in Defence Applications." *IEEE.*
5. Sharma, Manoj. (2018). "Decrypting China's Quantum Leap." *The China Journa.l*
6. Kashem, S. B. A., et al. (2018). "Microgrid in Military Applications." *IEEE.*
7. Wilkening, Dean. (2019). "Hypersonic Weapons and Strategic Stability." *Survival.*
8. Steff, Reuben, Julian Burton and Simona R. Soare, eds. (2020). *Emerging Technologies and International Security*. London: Routledge.
9. Sayler, Kelley M. (2020). *Emerging Military Technologies: Background and Issues for Congress*. Washington, DC: Congressional Research Service.
10. Neumann, N. M., et al. (2020). "Quantum Communication for Military Applications." *arXiv.*

Continuous Assessment:

The assessment should be based on any four of the following:

1. Participation in workshops on defence technology, AI in warfare, or hypersonic weapons.
2. Writing assignments on specific emerging technologies (e.g., military applications of graphene, quantum encryption, AI drones).
3. Producing short videos or podcasts explaining a military technology (e.g., hypersonic glide vehicles, 3D printing in combat zones).
4. Participation in simulation exercises or war games (AI-driven battle simulations, cyber defence drills).
5. Presentation of a case study on technological impact in a historical or contemporary battle (e.g., Stuxnet, drones in Nagorno-Karabakh conflict).
6. Group projects designing a futuristic Indian military strategy integrating AI, quantum computing and renewable energy.

7. Debates/roundtables on ethics and emerging technologies in warfare (e.g., lethal autonomous weapons systems).

Difficulty Level 400-499

Credits - 4
Hours - 60

Major 4.5: Defence Organisations: DRDO, PPP and Defence Corridors

Course Objectives:

1. To Provide an in-depth understanding of India's defence industrial base with focus on Defence Research and Development Organisation (DRDO).
2. To Examine the role of Public–Private Partnerships (PPP) in defence production and innovation.
3. To Analyse India's Defence Corridors as emerging hubs of technology, R&D and manufacturing.
4. To Familiarise students with the policy frameworks, challenges and global comparisons in defence industrialisation.
5. To Enable students to critically assess India's preparedness in building an Atmanirbhar (self-reliant) defence sector.

Learning Outcomes:

After the completion of the course, the students will:

1. Examine the institutional role, structure and achievements of DRDO.
2. Evaluate the significance of PPP models in strengthening India's defence capabilities.
3. Analyse the creation and functioning of Defence Corridors in India and their contribution to national security and economic growth.
4. Compare India's defence-industrial base with global best practices.
5. Assess the challenges of indigenisation, technology transfer, FDI and private sector participation.
6. Critically apply knowledge in case studies, simulations and defence policy debates.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
Major 4.5	Defence Organisations: DRDO, PPP and Defence Corridors	04	0	0	04

Details of Course:

Unit I Introduction to India's Defence Industrial Base. Credit 1

- Evolution of India's defence production ecosystem.
- Key institutions: Ministry of Defence (MoD), DPSUs, OFBs and transition to corporatisation.

- Indigenous vs. imported defence production – the dependency dilemma.
- Defence Production Policy & Atmanirbhar Bharat in Defence.

Unit II Defence Research and Development Organisation (DRDO) Credit 1

- Origin, structure, objectives and mandate of DRDO.
- Major laboratories, projects and achievements (Missile programmes, EW systems, UAVs, AI, etc.)
- Collaboration with armed forces, academia and industries.
- Key failures, delays and criticisms of DRDO programmes.
- Comparative perspective: US DARPA, Russia's Rostec, Israel's Rafael.

Unit III Public–Private Partnership (PPP) in Defence Production. Credit 1

- Concept, models and rationale for PPP in defence.
- Private sector entry post-2001 reforms in India's defence sector.
- Role of Indian private industries (Tata, Mahindra, L&T, Bharat Forge, Adani Defence)
- FDI, technology transfer and strategic partnerships with foreign firms.
- Case Studies:
    - Development of artillery systems (e.g., Dhanush, ATAGS)
    - Naval shipbuilding projects
    - Aerospace sector PPPs (HAL-private tie-ups)
- Challenges in PPP: bureaucracy, procurement hurdles, cost overruns.

Unit IV Defence Corridors in India and Global Comparisons. Credit 1

- Concept and strategic rationale of defence corridors.
- The Uttar Pradesh and Tamil Nadu Defence Corridors: vision, investments, challenges, achievements.
- Defence corridors as innovation hubs: MSMEs, start-ups and R&D clusters.
- Comparative study: Global defence corridors (e.g., US defence hubs, UK's defence clusters, Israel's innovation ecosystem)
- Future roadmap for India: balancing security, economy and geopolitics.

Essential/Recommended Readings/Texts:

1. Menon, Raja. (2000). *A Nuclear Strategy for India*. New Delhi: Sage Publications. (Chapters on Indian defence R&D)
2. Cowshish, Amit. (2016). *Defence Budgeting and Planning in India*. New Delhi: Pentagon Press.
3. Government of India. (2018). *Defence Production Policy 2018*. New Delhi: Ministry of Defence.
4. Lele, Ajey, ed. (2019). *Disruptive Technologies for the Militaries and Security*. Cham: Springer.

5. Behera, Laxman Kumar. (2020). *India's Defence Economy: Production, Procurement and Defence Industrial Base*. London: Routledge.
6. Defence Research and Development Organisation (DRDO). *Annual Reports*. Latest editions.

Additional Readings:

1. Ghosh, S. K. (1983). *Defence Production in India*. New Delhi: Minerva. (Historical perspective)
2. Cohen, Stephen P., & Dasgupta, Sunil. (2010). *Arming without Aiming: India's Military Modernization*. Washington, DC: Brookings Institution Press.
3. Behera, Laxman Kumar, ed. (2018). *Defence Reform in India: Issues and Perspectives*. New Delhi: Pentagon Press.
4. Institute for Defence Studies and Analyses (IDSA). (2021). *Defence Corridors: Catalysing Atmanirbharta*. Occasional Paper.
5. Fleurant, Aude, et al. (2024) *SIPRI Yearbook: Armaments, Disarmament and International Security. Latest editions.* Stockholm: Stockholm International Peace Research Institute.
6. RAND Corporation. (2025). *Building India's Defence Industrial Base. Policy briefs.*
7. KPMG & Confederation of Indian Industry (CII). *Reports on Defence Manufacturing in India.*

Continuous Assessment:

The assessment should be based on any four of the following:

1. Workshop participation on DRDO technologies or defence-industry PPP models.
2. Writing assignments analysing specific DRDO projects or PPP case studies.
3. Short video/documentary explaining a Defence Corridor initiative (UP or TN).
4. Simulation/role-play of a defence acquisition committee evaluating a PPP proposal.
5. Presentation of case studies on defence corridors worldwide (Israel, US, UK).
6. Policy brief writing exercise on reforms needed in India's defence-industrial base.

Difficulty Level 400-499

Credits - 4
Hours - 60

SEMESTER – 8
Major 4.6: Marāṭhā Defence Strategies: Budhabhūṣaṇa and Śivabhāratam

Course Objectives:

1. To offer a comprehensive understanding of marāṭhā military and political responses to regional and imperial threats.
2. To explore Budhabhūṣaṇa and Śivabhāratam as central texts revealing the evolution of marāṭhā ideology, statecraft and martial ethics.
3. To interpret the integration of classical Sanskrit literary forms in the expression of practical strategy and royal authority.
4. To analyze the development of distinct marāṭhā defence tools, including fortification, intelligence, sea power and unconventional warfare.
5. To position marāṭhā strategic innovations within a broader comparative framework of Indian and early modern military thought.

Learning Outcomes:

After the completion of the course, the students will:

1. Demonstrate knowledge of the historical background of marāṭhā–Mughal conflicts.
2. Critically analyze Budhabhūṣaṇa and Śivabhāratam as texts reflecting marāṭhā ideology.
3. Identify and explain the defence strategies (forts, guerrilla warfare, naval strength, diplomacy) articulated in these works.
4. Interpret how classical Sanskrit idioms were employed to legitimize and glorify Marāṭhā rule.
5. Compare Marāṭhā strategies with other Indian traditions of political thought and military practices.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
Major 4.6	Marāṭhā Defence Strategies: Budhabhūṣaṇa and Śivabhāratam	04	0	0	04

Details of Course:

Unit I Foundations of Marāṭhā Power and Literary Expression. Credit 1

- Emergence and consolidation of Marāṭhā sovereignty under Śivājī and successors.
- Regional geopolitics: Mughal, Deccan Sultanate and European powers.

- Intellectual context: Sanskrit political literature, kavya tradition and their transformation under Marāṭhā rule.
- Authorship, historical background and reception of Śivabhāratam and Budhabhūṣaṇa.

Unit II Śivabhāratam—Constructing Kingship and the Just War Ethos. Credit 1

- Narrative structure and poetic strategies of Śivabhāratam.
- Depiction of Śivājī's character, legitimacy and the politics of dharma.
- Detailed study of righteous war, fortification systems and mobilization of populace.
- Examination of key metaphors and motifs serving statecraft and ideological messaging.

Unit III Budhabhūṣaṇa—Manual of Political Realism and Tactical Ingenuity. Credit 1

- Genre and authorship debates surrounding Budhabhūṣaṇa.
- Conceptualization of rājadharma (king's duty) and pragmatic advice for rulers.
- Analysis of tactical doctrines: intelligence networks, guerrilla (Ganimi Kava), siege warfare and logistics.
- Insights into Marāṭhā diplomatic protocol, alliance management and responses to shifting power dynamics.

Unit IV Comparative Analysis and Enduring Legacy. Credit 1

- Cross-reading of Śivabhāratam and Budhabhūṣaṇa: convergences and contrasts.
- Engagement with pre-existing political treatises (notably Arthaśāstra and classical niti texts).
- Tracing the influence of Marāṭhā strategy on later Indian military developments.
- Modern commemorations and reinterpretations of Marāṭhā martial heritage in literature and historiography.

Essential/Recommended Readings/Texts:

1. Ritti, Shreenivas. (1976). *The Military System of the Marathas.* Dharwad: Karnatak University.
2. Gordon, Stewart. (1993). *The Marathas 1600–1818.* Cambridge: Cambridge University Press.
3. Kulkarni, Uday S. (2011) *Solstice at Panipat: 1761.* Pune: Mula-Mutha Publishers.
4. Paramananda. *Śivabhāratam.* Critical edition and English translation.
5. Sambhaji Maharaj (attributed). *Budhabhūṣaṇa.* Critical edition and introduction.

Additional Readings:

1. Rajwade, A. M. (Ed.). (1913). *Primary sources in Maratha history*. Pune: Bharat Itihas Sanshodhak Mandal.
2. Wink, A. (1986). *Land and sovereignty in India: Agrarian society and politics under the eighteenth-century Maratha svarajya*. Cambridge: Cambridge University Press.
3. Mankodi, K. H. (1990). *Maratha forts: Sentinels of the Deccan*. Mumbai: Maharashtra Information Centre.

4. Recent journal articles on Indian strategic culture, fort architecture and political symbolism (as provided in class).

Difficulty Level 400-499

Credits - 4
Hours - 60

Major 4.7: Comparative Strategic Thought

Course Objectives:

1. To critically compare strategic concepts and principles from Western and Eastern/Oriental traditions.
2. To identify similarities, differences and cross-cultural influences in strategic thought.
3. To apply comparative strategic frameworks to contemporary and future security challenges.

Learning Outcomes:

After the completion of the course, the students will:

1. Explain key points of convergence and divergence between Western and Eastern strategic thinking.
2. Analyse how cultural, philosophical and geopolitical contexts shape strategic approaches.
3. Apply comparative insights to real-world conflicts and strategic planning scenarios.
4. Develop nuanced perspectives on adapting classical thought to modern domains of warfare.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
Major 4.7	Comparative Strategic Thought	04	0	0	04

Details of Course:

Unit I Foundations of Comparative Strategic Analysis. Credit 1

- The concept of comparative strategic thought: purpose, scope and methodology.
- Analytical tools for cross-cultural comparison in strategic studies.
- How philosophy, geography and historical experience influence strategic perspectives.
- Case examples of strategic convergence across traditions.

Unit II Direct vs. Indirect Approaches. Credit 1

- Clausewitz's "decisive battle" vs. Sun Tzu's "winning without fighting."
- Liddell Hart's indirect approach and its parallels in Eastern thought.
- Mao Zedong's protracted war vs. Western manoeuvre warfare concepts.
- Application to modern asymmetric and hybrid warfare.

Unit III Statecraft, Power and Ethics in Strategy. Credit 1

- Kautilya's Arthaśāstra and Machiavelli's The Prince: similarities and differences in political realism.

- Views on morality and deception in war — Eastern flexibility vs. Western rules-based approaches.
- Comparative perspectives on alliance-building, diplomacy and espionage.
- Soft power and psychological operations in historical and modern contexts.

Unit IV Maritime, Technological and Future Warfare Perspectives. Credit 1

- Mahan's sea power theory vs. Eastern maritime traditions (Zheng He, Japanese naval strategy).
- Comparative approaches to technological change in warfare.
- Adaptation of classical principles to cyber, space and autonomous warfare.
- Lessons for 21st-century strategic planning from both traditions.

Essential/Recommended Readings/Texts:

1. Clausewitz, Carl von. *On War.* Princeton: Princeton University Press.
2. Kautilya. *Arthashastra.* London: Penguin Classics.
3. Liddell Hart, B. H. *Strategy.* London: Penguin Books.
4. Mahan, Alfred Thayer. *The Influence of Sea Power upon History, 1660–1783.* Mineola, NY: Dover Publications.
5. Sun Tzu. *The Art of War.* Oxford: Oxford University Press.

Additional Readings:

1. Collins, Alan. *Contemporary Security Studies.* Oxford: Oxford University Press.
2. Corbett, Julian. *Some Principles of Maritime Strategy.* Annapolis: Naval Institute Press.
3. Gat, Azar. *A History of Military Thought.* Oxford: Oxford University Press.
4. Giap, Vo Nguyen. *People's War, People's Army.* Hanoi: Foreign Languages Publishing House.
5. Machiavelli, Niccolò. *The Prince.* London: Penguin Classics.
6. Mao Zedong. *On Guerrilla Warfare.* Urbana: University of Illinois Press.
7. Murray, Williamson and MacGregor Knox, eds. *The Dynamics of Military Revolution, 1300–2050.* Cambridge: Cambridge University Press.

Continuous Assessment:

The assessment should be based on any four of the following:

1. Comparative analysis essays.
2. Group debates on Western vs. Eastern strategic principles in modern conflicts.
3. Presentations applying both traditions to a historical or hypothetical conflict.
4. Analytical briefs on adapting classical thought to new war domains.
5. Participation in scenario-based strategy simulations.

Difficulty Level 400-499

Credits - 4
Hours - 60

Major 4.8: India's Coastal and Maritime Security

Course Objectives:

1. To Provide students with a comprehensive understanding of India's coastal and maritime security architecture.
2. To Familiarise them with the strategic significance of the Indian Ocean Region (IOR) in terms of geopolitics, economics and security.
3. To Analyse India's maritime threats, both traditional and non-traditional and evaluate India's naval doctrine and capabilities.
4. To Study the role of regional organisations in ensuring maritime security cooperation.
5. To Equip students with analytical tools to assess India's maritime strategy in the context of regional rivalries, great power competition and emerging maritime challenges.

Learning Outcomes:

After the completion of the course, the students will:

1. Describe the concept of coastal and maritime security and its significance for India as a peninsular nation.
2. Evaluate the geo-political and geo-strategic dynamics of the Indian Ocean Region.
3. Analyse the economic importance of the IOR, including trade, resources and environmental concerns.
4. Critically assess the role of regional maritime organisations in security cooperation.
5. Identify traditional and non-traditional maritime threats and how India responds to them.
6. Examine India's maritime strategy and naval doctrine, particularly in comparison with China's rise as a maritime power.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
Major 4.8	India's Coastal and Maritime Security	04	0	0	04

Details of Course:

Unit I India's Coastal and maritime Security Management. **Credit 0.5**

- Introduction to Coastal and Maritime Security.
- Maritime Boundaries and Territorial Waters.
- Coastal Zone Management.
- Maritime Surveillance and Reconnaissance.

Unit II Geo-Political and Geo-Strategic Significance of the Indian Ocean Region. Credit 1

- Understanding Maritime Geography.
- Indian Ocean as a Strategic Region.
- Geography and Geopolitics of India's Maritime Borders.
- Geopolitical Challenges in the Indian Ocean Region.
- Geopolitical Rivalries and Alliances in the Region.

Unit III Economic Significance of Indian Ocean Region. Credit 0.5

- Economic Interdependence of the Region.
- Maritime Trade and Economic Activities.
- Indian Ocean Resources and Environmental Concerns.

Unit IV Regional Organisations and their Role in Ensuring Maritime Security. Credit 1

- The Indian Ocean Rim Association for Regional Cooperation (IOR-ARC)
- The Indian Ocean Naval Symposium (IONS)
- The ASEAN Regional Forum (ARF)
- Indian Ocean Commission (COI)
- Bay of Bengal Initiative for Multi-sectoral, Technical and Economic Cooperation (BIMSTEC)
- East African Community (EAC)

Unit V India's threat perceptions in the Indian Ocean. Credit 0.5

- Traditional Maritime Threats.
- Non- Traditional Maritime Threats.

Unit VI India's Maritime strategy and Naval Capabilities. Credit 0.5

- India's Naval Doctrine.
- Role of the Indian Navy in regional and global security.
- Comparative analysis of India and China.

Essential/Recommended Readings/Texts:

1. Panikkar, K. M. (1951). *India and the Indian Ocean*. London: Allen & Unwin.
2. Mishra, R. N. (1986). *Indian Ocean and India's security*. New Delhi: Mittal Publications.
3. Chaudhury, R. R. (1995). *Sea power and Indian security*. London: Brassey's.
4. Raja Mohan, C. (1998). *Maritime strategy and continental wars*. London: Routledge.
5. Chaudhury, R. R. (2000). *India's maritime security*. New Delhi: Knowledge World.
6. Bhaskar, C. U., & Agnihotri, K. K. (2011). *Security challenges along the Indian Ocean littoral: Indian and US perspectives*. New Delhi: National Maritime Foundation.

Additional Readings:

1. Sharma, R. C., & Sinha, P. C. (1994). *India's ocean policy*. Columbia, MO: South Asia Books.

2. Naidu, G. V. C. (2000). *Indian Navy and Southeast Asia*. New Delhi: Institute for Defence Studies and Analyses.
3. Vohra, R., & Ghosh, P. K. (2008). *China and the Indian Ocean region*. New Delhi: National Maritime Foundation.
4. Holmes, J. R., & Yoshihara, T. (2009). *Indian naval strategy in the twenty-first century*. London: Routledge.
5. Kaplan, R. D. (2010). *Monsoon: The Indian Ocean and the future of American power*. New York: Random House.
6. Scott, D. (2011). *The Indian Ocean and US grand strategy: Ensuring access and influence*. London: Routledge.
7. Brewster, D. (2012). *India as an Asia Pacific power: The lodestar of the Indian Ocean*. London: Routledge.
8. Till, G. (2013). *Seapower: A guide for the twenty-first century*. London: Routledge.
9. Sridharan, K. (2016). *The Indo-Pacific theatre: Emerging strategic challenges*. New Delhi: Pentagon Press.
10. Vohra, R., & Ghosh, P. K. *Freedom of the seas: A contemporary outlook*. New Delhi: National Maritime Foundation.

Continuous Assessment:

The assessment should be based on any four of the following:

1. Participation in workshops/seminars on maritime security, coastal policing, or naval strategy.
2. Writing assignments on specific maritime challenges (e.g., piracy in the Gulf of Aden, 26/11 and coastal security gaps).
3. Producing short videos/documentaries on India's naval capabilities or maritime exercises.
4. Simulation exercises/war games on maritime threat response and naval operations.
5. Presentation of a case study (e.g., 26/11 Mumbai Attacks, Malacca Strait security, India-China naval rivalry).
6. Policy brief writing on strengthening India's maritime strategy or defence diplomacy in the IOR.

Difficulty Level 400-499

Credits - 4
Hours - 60

Major 4.9: Classical Sanskrit Literature: Defence Perspectives - II

Course Objectives:

1. To examine defense, law and statecraft in Dharmasūtras and Smṛti texts.
2. To study the principles of Rājadharma (duties of kings) and their role in protection and defense.
3. To understand war ethics, punishment, espionage and defense administration in Dharma literature.
4. To explore the relevance of these ideas in modern defense and governance studies.

Learning Outcomes:

After the completion of the course, the students will:

1. Interpret defense-related concepts in Dharmasūtras and Smṛtis.
2. Identify models of kingship, justice and protection in Dharma literature.
3. Analyze warfare ethics, espionage and punishment systems in Smṛtis.
4. Apply Sanskrit textual knowledge to the study of geopolitics, diplomacy and state security.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
Major 4.9	Classical Sanskrit Literature: Defence Perspectives - II	04	0	0	04

Details of Course:

Unit I Defense Foundations in Dharmasūtras. Credit 1

- Overview of Dharmasūtra literature (Āpastamba, Gautama, Baudhāyana, Vasiṣṭha).
- Duties of kings (rājadharma), maintenance of order and protection of subjects.
- Defense organization: forts, armies, taxation and treasury.
- Ethical framework for justice and defense.

Unit II Rājadharma and Defense in Manusmṛti (7th and 8th chapters) Credit 1

- King as protector of Dharma.
- Organization of the army.
- War conduct, ethics and duties of warriors.
- Punishments for treason, theft and espionage.

Unit III Defense in Yājñavalkya and Nārada Smṛti. Credit 1

- Yājñavalkya Smṛti:
  - Duties of king (1st Chapter)
  - Judicial and administrative defense (2nd Chapter)
- Nārada Smṛti:
  - State protection and authority (1st Chapter)
  - Defense of property and borders (10th Chapter)
  - Punishment of betrayal/treason (saṁvid-vyatikramaḥ) (18th Chapter)

Unit IV Ethics of Warfare and Contemporary Relevance. Credit 1

- Dharma-yuddha vs. Kuta-yuddha (Manusmriti 7th, Yajnavalkysmriti 8th)
- Protection of civilians, treatment of prisoners (Manusmriti 8th)
- Comparative study of Dharmasūtra and Smṛti-based defense codes.

Essential/Recommended Readings/Texts:

1. ठाकुर, लक्ष्मीदत्त, (1965), *प्रमुख स्मृतियों का अध्ययन*, लखनऊ : हिन्दी समिति सूचना विभाग।
2. हरगोविन्दशास्त्री (व्याख्याकार), (1992), *मनुस्मृतिः (श्री कुल्लुकभट्ट टीका सहित)*, वाराणसी : चौखम्बा संस्कृत संस्थान।
3. पाण्डेय, उमेशचन्द्र, (1994), *याज्ञवल्क्यस्मृतिः*, वाराणसी : चौखम्बा संस्कृत संस्थान।
4. स्वांई, ब्रजकिशोर, (2017), *नारदस्मृतिः*, वाराणसी : चौखम्बा संस्कृत संस्थान।

Additional Readings:

1. Bühler, G. (Trans.). (1879). *The laws of Manu (Manusmṛti)*. In F. Max Müller (Ed.), *Sacred books of the East* (Vol. 25). Oxford: Clarendon Press.
2. The Āpastamba Dharmasūtra. (1879). In F. Max Müller (Ed.), *Sacred books of the East* (Vol. 2). Oxford: Clarendon Press.
3. The minor law-books: Baudhāyana and Gautama Dharmasūtras. (1880). In F. Max Müller (Ed.), *Sacred books of the East* (Vol. 14). Oxford: Clarendon Press.
4. Jolly, J. (Trans.). (1889). *The institutes of Vishnu and the institutes of Nārada*. In Max Müller (Ed.), *Sacred books of the East* (Vol. 33). Oxford: Clarendon Press.
5. Keith, A. B. (1941). *History of classical Sanskrit literature*. Delhi: Motilal Banarsidass. (Reprint).
6. Kane, P. V. (1962). *Yājñavalkyasmṛti with the Mitākṣarā commentary of Vijñāneśvara*. Poona: Bhandarkar Oriental Research Institute.
7. Olivelle, P. (1999). *Dharmasūtras: The law codes of Āpastamba, Gautama, Baudhāyana and Vasiṣṭha*. Oxford: Oxford University Press.

Continuous Assessment:

The assessment should be based on any four of the following:

1. Participation in the Group Presentations.
2. Surprise Quiz

3. Assignment
4. Discussion on topics of the Smriti related to human life and society
5. Presentation of the topic in the Vagvardhini Parishad.

Difficulty Level 400-499

Credits - 4
Hours - 60

Major 4.10: Ancient Indian Psychology

Course Objectives:

1. To enable students to have a general understanding of ancient Indian psychological theories and ideas.
2. To impart knowledge of human faculties of cognition and emotions as reflected in Indian thought systems.
3. To make students familiar with psychologically significant classical texts and thinkers.
4. To make students aware with practical and applied aspect of psychological thoughts.

Learning Outcomes:

After the completion of the course, the students will:

1. Be able to explain the general features of ancient Indian psychology.
2. Be familiar to explain the prominent texts and thinkers who contributed to ancient Indian psychological thought.
3. Be able to denote the psychological aspects of Pātañjala Yoga.
4. Be able to appreciate the relevance of ancient Indian psychological thought in promoting mental health and well-being.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 4.10	Ancient Indian Psychology	04	0	0	04

Details of Course:

Unit I Vedic Psychology. **Credit 1**

- Paṅcakośa: Five Sheats of Human-Self.
- Personality-types: Dhīra and Mūdha.

Unit II Nyāya Theory of Perception. **Credit 1**

- Definition and mental process of perception (Pratyakṣa)
- Determinate and indeterminate perception.

Unit III Yoga psychology. **Credit 1**

- Mind and its modifications (Citta and Cittavṛtti)
- Five Types of Cittavṛtti.
- Dhyāna as a way to mental health and well-being.

Unit IV Idea of emotions in Bharata Muni's Nātyaśāstra. Credit 1

- Types of emotions (bhāvas) and their transformation in Rasas.

Essential/Recommended Readings/Texts:

1. शर्मा रामनाथ, शर्मा रचना (2004), भारतीय मनोविज्ञान, अटलांटिक पब्लिशर्स एंड डिस्ट्रीब्यूटर्स प्राइवेट लिमिटेड, दिल्ली।
2. द्रविड़ नारायण शास्त्री, चौरसिया राजेश कुमार, (2007), भारतीय मनोविज्ञान, विश्वविद्यालय प्रकाशन, वाराणसी : उत्तरप्रदेश।
3. Radhakrishnan, S., (2008), *Indian Philosophy (Vols. I–II)*, Delhi: Oxford University Press.
4. Rao, K. R., Paranjpe, A. C., Dalal, A. K. (Eds.), (2008), *Handbook to Indian Psychology*, Cambridge: Cambridge University Press.
5. Sharma, Chandradhar, (2013), *भारतीयदर्शनम् - आलोचनम् अनुशीलनञ्च*, वाराणसी : मोतीलालबनारसीदासः।
6. Bilimoria, P., Wenta, A. (Eds.), (2015), *Emotions in Indian Thought-systems*, London: Routledge Publications.
7. Sinha, J., (2017), *Indian Psychology (3 vols)*, Delhi: Motilal Banarsidass.
8. पाठकः, आर०सी०, (2020), *भारतीयमनोविज्ञानम्*, दिल्ली : राधापब्लिकेशन्स्।
9. Abhedananda, Swami, *Yoga Psychology*, Kolkata: Vedanta Math.
10. स्वामी विवेकानन्दः, *राजयोगः*, नागपुरम् : श्रीरामकृष्णाश्रमः।

SECOND YEAR: MINOR PAPERS

Difficulty Level 200-299

Credits - 4
Hours - 60

Minor 2.A.1: Fundamentals of Indian Philosophy

Course Objectives:

1. To introduce the fundamental principles of the Indian philosophical tradition, including its core concepts and aims.
2. To provide textual inputs illustrating the classification and characteristics of various Indian philosophical schools.
3. To familiarize learners with the fundamental issues and debates within Indian philosophy.
4. To explain the core tenets of the heterodox (Nāstika) schools of Indian philosophy, focusing on their foundational doctrines.
5. To highlight the prominent principles of the orthodox (Āstika) schools, with special emphasis on their epistemological, metaphysical and axiological frameworks.

Learning Outcomes:

After the completion of the course, the students will:

1. Describe the importance and contribution of philosophy (darśana) in the Indian context.
2. Be able to differentiate between the two traditions of Indian philosophy with reasons.
3. Discuss the fundamental concepts of Indian philosophy, especially epistemology (pramāṇamīmāṃsā).
4. Be able to describe Brahman, Ātman, Padārtha, Karma, Rebirth (punarjanma), Liberation (mokṣa), etc., from an atheistic (nāstika) perspective.
5. Be able to differentiate between the two traditions of Indian philosophy with reasons.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Minor 2.A.1	Fundamentals of Indian Philosophy	04	0	0	04

Details of Course:

Unit I Fundamentals of Philosophy. **Credit 1**

- **Darśana** –
  - Concept and Aims.
  - Classification of Indian Philosophical schools.
  - Fundamental issues in Indian Philosophy-Epistemology: Pramanas

Unit II Metaphysics. **Credit 1**

- Satkaryavada.
- Asatkaryavada.
- Parinamavada.

- Vivartavada.
- Svabhavavada.
- Consciousness and matter.
- Theories of Self Ethics:
    - Karma Theory
    - Punarjanma Theory
- Liberation.

Unit III Schools of Indian Philosophy. **Credit 1**

- Heterodox Schools –
    - **Cārvāka** –
        - General introduction with emphasis on Challenge to Veda
        - Rejection of Transcendental Entities
        - Ethics
    - **Jainism –**
        - General Introduction with emphasis on Anekantavāda
        - Syadvāda
        - Saptabhanginyaya
    - **Buddhism** –
        - General introduction with emphasis on Four Noble Truths.

Unit IV Orthodox Schools. **Credit 1**

- **Samkhya -**
    - General Introduction with emphasis on Prakṛti
    - Three Gunas & Puruṣa (Based on Samkhyakärikā)
- **Yoga** –
    - Eight-fold path of Yoga.
- **Nyaya Vaisesika** -
    - General Introduction to Seven Padarathas (overview only) Mimamsa - Svatah Prāmāṇyavāda.
- **Advaita Vedanta** -
    - General Introduction with emphasis on Brahman, Māyā, Jīva and Jagat.

Essential/Recommended Readings/Texts:

1. Shastri, K. (1951). *A primer of Indian logic.*
2. Hiriyanna, M. (1956). *Outline of Indian philosophy* (Also available in Hindi translation). London.

3. Pandey, R. C. (1966). *Panorama of Indian philosophy* (Also available in Hindi). Delhi: Motilal Banarsidass.
4. Chatterjee, S. C., & Datta, D. M. (1968). *Introduction to Indian philosophy.* Calcutta: Calcutta University.
5. Raja, K. (1974). *Some fundamental problems in Indian philosophy.* Delhi: Motilal Banarsidass.
6. Bhartiya, M. (1975). *Causation in Indian philosophy.* Ghaziabad.
7. Rishi, U. S. (Ed.). (1984). *Sarva-darśana-saṃgraha.* Varanasi: Chowkhamba Vidyabhawan.
8. Bhartiya, M. (1999). *Bharatiya Darśana kī pramukha samasyaem.* Ghaziabad.
9. मिश्र, प. (2013). *तर्कसंग्रह तन्वी व्याख्या.* दिल्ली : परिमल पब्लिकेशन्स।
10. मिश्र, प. (2019). *चार्वाक.* दिल्ली : शिवालिक प्रकाशन।
11. शर्मा, च. *भारतीय दर्शन.* दिल्ली : मोतीलाल बनारसीदास।

Additional Readings:

1. Shastri, Kuppuswami. (1951). *A primer of Indian logic (only introduction).*
2. Hiriyanna, M. (1956). *Outline of Indian philosophy (also Hindi translation).* London.
3. Pandey, Ram Chandra. (1966). *Panorama of Indian philosophy (also Hindi version).* Delhi: M.L.B.D.
4. Chatterjee, S. C. (1968). *The Nyāya theory of knowledge.* Calcutta.
5. Raja, Kuhnan. (1974). *Some fundamental problems in Indian philosophy.* Delhi: MLBD.
6. Bhartiya, Mahesh. (1975). *Causation in Indian philosophy.* Ghaziabad.
7. Radhakrishnan, S. (1990). *Indian philosophy.* Delhi: Oxford University Press.

Difficulty Level 200-299

Credits - 4
Hours - 60

Minor 2.A.2: Military Psychology and Leadership

Course Objectives:

1. Introduce students to the concepts, theories and principles of military leadership in war and peace.
2. Explore the role of psychological factors—motivation, morale, discipline and stress—in shaping soldier behaviour and performance.
3. Examine the man-management dimension in armed forces, highlighting challenges in modern warfare.
4. Understand the scope and application of military psychology, including psychological warfare and the gendered dimensions of conflict.
5. Critically assess the leadership styles and personalities of both Western and Indian military leaders for comparative learning.
6. Provide practical insights into leadership under stress, enabling students to link theory with field realities.

Learning Outcomes:

After the completion of the course, the students will:

1. Define and explain the principles and theories of military leadership.
2. Analyse the psychological foundations of leadership, morale and discipline in military life.
3. Analyse the unique challenges of military leadership compared to civil leadership.
4. Evaluate the role of psychology in warfighting, including perception management and stress responses.
5. Develop a nuanced understanding of leadership through case studies of prominent Western and Indian military leaders.
6. Apply the concepts of military psychology and leadership in simulations, case studies and problem-solving exercises.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
Minor 2.A.2	Military Psychology and Leadership	04	0	0	04

Details of Course:

Unit I Military Leadership. **Credit 0.5**

- Meaning and Definition.

- Theories of Military Leadership.
- Principles of Military Leadership.

Unit II Traits & Principles of Military Leadership. **Credit 0.5**

- Motivation and Morale Factors in the Armed Forces.
- Significance and its Role during War and Peace.
- Difference between Civil and Military Leadership.

Unit III Man Management. **Credit 0.5**

- Meaning and Concepts.
- Significance of Man Management in Armed Conflicts.
- Man vs Machinery.

Unit IV Military Psychology. **Credit 1**

- Military Psychology- Definition and Scope.
- Use of Psychology in Armed Forces.
- Yerkes Approach.
- Gender and War: Impact of war on Women.

Unit V Personality Study: Western Military Leaders. **Credit 0.5**

- Napoleon Bonaparte.
- Field Marshal Bill Slim.
- General Moshe Dayan.
- Field Marshal Erwin Rommel.

Unit VI Personality Study: Indian Military Leaders. **Credit 1**

- Chhatrapati Shivaji Maharaj.
- Field Marshal K.M. Cariappa.
- Field Marshal Sam Hormusji Framji Jamshedji Manekshaw.

Essential/Recommended Readings/Texts:

1. Department of the Army. (1961). *FM 22-100. Department of the Army field manual: Military leadership*. Washington, DC: Department of the Army.
2. Connelly, M. (2002). *On war and leadership: The words of combat commanders from Frederick the Great to Norman Schwarzkopf*. Princeton, NJ: Princeton University Press.
3. Messenger, C. (2009). *Rommel: Leadership lessons from the Desert Fox*. New York: St. Martin's Press.
4. Baillergeon, F. (2015). *Field Marshal William Slim and the power of leadership*. Verdun: Verdun Press.
5. Maheshwari, N. (2016). *Military psychology: Concepts, trends and interventions*. New Delhi: Sage Publications India.

6. Nester, W. (2021). *Napoleon and the art of leadership: How a flawed genius changed the history of Europe and the world*. Barnsley: Frontline Books.

Additional Readings:

1. Linebarger, P. M. A. (1954). *Psychological warfare*. Washington, DC: Combat Press.
2. Copeland, N. (1967). *Psychology and the soldier*. Dehradun: English Book Depot.
3. Hasnain, Q. (1967). *Psychology for the fighting man*. Dehradun: English Book Depot.
4. Raj Narain. (1979). *Military psychology*. Agra: National Psychological Corporation.
5. Chibber, M. L. (1986). *Military leadership to prevent military coup*. New Delhi: Lancer International.
6. Wong, L. (2004). *Developing adaptive leaders: The crucible experience of Operation Iraqi Freedom*. Carlisle, PA: U.S. Army War College.
7. Murray, W., & Millett, A. R. (2010). *Military effectiveness* (Vols. 1–3). Cambridge: Cambridge University Press.
8. Yukl, G. (2013). *Leadership in organizations* (8th ed.). Harlow: Pearson.
9. Broaddus, M., & McCollum, B. (2013). Leader imposed stress. *Small Wars Journal*.
10. Sjoberg, L. (2014). *Gender, war and conflict*. Cambridge: Polity Press.

Continuous Assessment:

The assessment should be based on any four of the following:

1. Participation in workshops on leadership training, military stress management, or defence psychology.
2. Writing assignments on specific military leaders, leadership theories, or psychological concepts in war.
3. Producing short videos/documentaries explaining a leadership principle or military psychology case study.
4. Participation in simulation exercises or war games, focusing on decision-making and leadership under stress.
5. Presentation of a case study (e.g., Napoleon at Austerlitz, Bill Slim in Burma, Manekshaw in 1971 war).
6. Book/film reviews of military leadership works or documentaries (e.g., Band of Brothers, Sam Bahadur).

Difficulty Level 200-299

Credits - 4
Hours - 60

Minor 2.A.3: Introduction to Smṛti Literature: Defense Perspectives

Course Objectives:

1. To understand the place of Smṛti literature within the broader Sanskrit Śāstric tradition, with emphasis on defense, security and state protection.
2. To identify and interpret Smṛti passages only related to Rājadharma, Daṇḍanīti, military organization and security administration in Manusmriti.
3. To analyze the prescriptions in Smṛti texts on warfare ethics, fortification, intelligence gathering and economic foundations of defense.
4. To apply Smṛti concepts to modern contexts of defense policy, border security and strategic diplomacy.
5. Critically evaluate the integration of Dharma and Artha in the framework of ancient Indian strategic thought.

Learning Outcomes:

After the completion of the course, the students will:

1. Explain the role of Manusmṛti, Yājñavalkyasmṛti, Nāradasmṛti, Śukranīti in prescribing defense policies and administrative protocols only.
2. Summarize key Smṛti chapters dealing with military organization, fortification, border protection, espionage and maritime security.
3. Map Smṛti-based defense prescriptions to contemporary strategic principles (e.g., border security, counter-intelligence, rules of engagement).
4. Interpret Sanskrit verses in context and translate them into actionable defense policies for case studies.
5. Value the integration of cultural, economic and military aspects in sustaining state security.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
Minor 2.A.3	Introduction to Smṛiti Literature: Defense Perspectives)	04	0	0	04

Details of Course:

Unit I Brief Introduction of Smriti Literature. **Credit 1**

- Definition, authority and place in Dharmashāstra tradition.
- Difference between Smriti Literature and Dharmasastra.

- Some Famous Smriti Literature and Author- Manu, Yājñavalkya, Narada, Shukracharya.

Unit II Foundations of State Defense in Smṛtis. Credit 1

- King, Rakṣaṇa-dharma (Manusmṛti 7.1–7.35, Yājñavalkyasmṛti 1.311–1.320)
- Daṇḍanīti (Manusmṛti 7.103–7.203, Śukranīti 1.1–1.40)
- Defense within the puruṣārtha framework (Śukranīti 4.261–4.300, Manusmṛti 9.253–9.258)
- Senā-vyavasthā (Military Organization) (Śukranīti 4.1–4.100, Manusmṛti 7.182–7.193)
- War Ethics (Yuddha-Dharma) (Manusmṛti 7.90–7.99)

Unit III Economic and Maritime Defense. Credit 1

- Policy for Defense (Manusmṛti 7.130–7.140, Śukranīti 3.1–3.45)
- Logistics and Supply Lines (Śukranīti 4.211–4.240)
- Maritime Security and Naval Defense (Śukranīti 4.241–4.260)

Unit IV Diplomacy and Alliances. Credit 1

- Diplomatic Alliances and Treaties (Nāradasmṛti Ch. 14–15)
- Espionage (Śukranīti 4.181–4.210)
- Defense Against Banditry and Border Raids (Manusmṛti 8.348–8.363, Yājñavalkyasmṛti 1.368–1.374

Essential/Recommended Readings/Texts:

1. Swāṃī, Brajkishor. *Nāradasmṛtiḥ.* Varanasi: Chaukhamba Sanskrit Sansthan, 2017.
2. Hargovindashastri, Vyākhyākāra. *Manusmṛtiḥ (Śrī Kullukabhatt Ṭīkā Sahit).* Varanasi: Chaukhamba Sanskrit Sansthan, 1992.
3. Pāṇḍey, Umeshchandra. *Yājñavalkyasmṛtiḥ.* Varanasi: Chaukhamba Sanskrit Sansthan, 1994.
4. Thakur, Lakshmīdatt. *Pramukh Smṛtiyon Ka Adhyayan.* Lucknow: Hindi Samiti, 1965.
5. Bühler, Georg, trans. *The Laws of Manu (Mānava-Dharmashāstra).* Vol. 25, *Sacred Books of the East.* Delhi: Motilal Banarsidass, 2001.
6. Ghosh, M., trans. *Yājñavalkya Smṛti with English Translation.* Delhi: Easter Book Linkers, 1992.
7. Sarkar, B. K., trans. *Śukranīti.* Varanasi: Chaukhamba Sanskrit Pratishthan, 1999.
8. Kane, P. V. *History of Dharmashāstra.* Vols. 1–5. Poona: Bhandarkar Oriental Research Institute, 1930–1962.
9. Lingat, Robert. *The Classical Law of India.* Translated by J. D. M. Derrett. Berkeley: University of California Press, 1973.
10. Olivelle, Patrick. *Manu's Code of Law: A Critical Edition and Translation.* Oxford: Oxford University Press, 2005.

Additional Readings:

1. Yājñavalkya. (1918). *Yājñavalkya Smṛti* (S. C. Vidyābhūṣaṇa, Ed. & Trans.). Calcutta: Calcutta Oriental Series.
2. Kane, P. V. (1930–1962). *History of Dharmaśāstra (Ancient and mediaeval religious and civil law in India)* (Vols. 1–5). Poona: Bhandarkar Oriental Research Institute.
3. Lingat, R. (1973). *The classical law of India* (J. D. M. Derrett, Trans.). Berkeley: University of California Press.
4. Olivelle, P. (Trans.). (2000). *Dharmasūtras: The law codes of Āpastamba, Gautama, Baudhāyana and Vasiṣṭha*. Delhi: Motilal Banarsidass.
5. Olivelle, P. (2005). *Manu's code of law: A critical edition and translation of the Mānava-Dharmaśāstra*. New York: Oxford University Press.
6. Rocher, L. (2008). *Studies in Hindu law and Dharmaśāstra*. Delhi: Anthem Press.
7. Olivelle, P. (2019). *A Dharma reader: Classical Indian law*. New York: Columbia University Press.

Continuous Assessment:

The assessment should be based on any four of the following:

1. Preparation of Assignment
2. Preparation for Individual Presentations
3. Participation in debate practices.
4. Surprise Essay writing tests on the topics of smritis.
5. Presentation of the topic in the Vagvardhini Parishad.

Difficulty Level 200-299

Credits - 4
Hours - 60

Minor 2.A.4: Humanitarian Law, Human Rights and Intervention

Course Objectives:

1. To Introduce students to the principles and frameworks of Human Rights (HR) and International Humanitarian Law (IHL) in the context of armed conflict and peace.
2. To Explore the legal, ethical and political dimensions of humanitarian intervention and Responsibility to Protect (R2P).
3. To Provide insights into the role of international institutions, states and non-state actors in upholding humanitarian law.
4. To Develop a critical understanding of the challenges of human rights implementation in diverse cultural, legal and political contexts.
5. To Analyse gender dimensions in human rights and humanitarian law, with emphasis on conflict-related violence and justice.
6. To Examine India's approach to human rights and humanitarian law through its constitutional and institutional frameworks.

Learning Outcomes:

After the completion of the course, the students will:

1. Explain the core concepts and scope of HR and IHL.
2. Assess the relationship between HR, IHL and humanitarian intervention in global politics.
3. Analyse case studies of IHL violations and interventions, evaluating their successes and failures.
4. Explain the role of international and regional institutions in human rights protection.
5. Critically assess the gendered dimensions of conflict, humanitarian law and human rights.
6. Evaluate India's contribution and challenges in upholding human rights both domestically and internationally.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
Minor 2.A.4	Humanitarian Law, Human Rights and Intervention	04	0	0	04

Details of Course:

Unit I Introduction to Human Rights and Humanitarian Law. Credit 0.5

- Human Rights: Definition and scope.
- Overview of Humanitarian Law and its historical development.
- The relationship between Human Rights and Humanitarian Law.
- Human rights abuses in conflict situations: Causes and consequences.
- Ideas of discrimination, human duties and minorities.

Unit II International Human Rights Law (IHRL) Credit 0.5)

- The UN Charter, Universal Declaration of Human Rights (UDHR) and major human rights treaties.
- Civil, political, economic, social and cultural rights.
- Policies on refugee and asylum.
- Regional human rights systems and their contribution to global human rights protection.
- Challenges and controversies in implementing IHRL in diverse cultural contexts.

Unit III International Humanitarian Law (IHL) Credit 1

- Fundamental principles of IHL: Distinction, proportionality and military necessity.
- Geneva Conventions: Protection of Hors De Combat, civilians, prisoners of war and other vulnerable groups.
- The role of the International Committee of the Red Cross (ICRC) in promoting and enforcing IHL.
- Case studies of IHL violations and their implications for human rights.

Unit IV Humanitarian Intervention. Credit 0.5

- The concept of humanitarian intervention: R2P (Responsibility to Protect) and its evolution
- Historical cases of humanitarian intervention: Successes and failures
- Legality vs. legitimacy of intervention: UN Security Council, state sovereignty and the use of force
- The role of non-state actors and NGOs in humanitarian interventions

Unit V Gender Justice and International Law. Credit 0.5

- Gender justice: Meaning, Concepts and Significance.
- United Nations Resolution 1325.
- Gender in International Humanitarian Law.
- Prosecution of gender-based crimes in international law.
- The role of gender in the war on terror.

Unit VI Human Rights and India Credit 1

- Indian Constitution and Human Rights: Fundamental Rights, Directive Principles of State Policy and other provisions.
- Impact of UDHR on Human Rights in India.

- Human rights enforcement in India: The Protection of Human Rights Act, 1993, NHRC, SHRC and Human Rights Courts.
- National Commissions for women, children, scheduled castes, scheduled tribes and minorities.

Essential/Recommended Readings/Texts:

1. Buergenthal, T. (1995). *International human rights in a nutshell*. St. Paul, MN: West Publishing.
2. Mehta, P. L., & Verma, N. (1999). *Human rights under the Indian Constitution*. New Delhi.
3. Alston, P. (Ed.). (2000). *The United Nations and human rights: A critical appraisal*. Oxford: Oxford University Press.
4. Goldstein, J. (2003). *War and gender: How gender shapes the war system and vice versa*. Cambridge: Cambridge University Press.
5. Aksar, Y. (2004). *Implementing international humanitarian law: From the ad hoc tribunals to a permanent international criminal court*. London: Routledge.
6. Forsythe, D. P. (2006). *Human rights in international relations*. Cambridge: Cambridge University Press.
7. Bellamy, A. J. (2009). *Responsibility to protect: The global effort to end mass atrocities*. Cambridge: Polity Press.
8. Sjoberg, L. (2009). *Gender and international security: Feminist perspectives*. London: Routledge.
9. Cohn, C. (Ed.). (2013). *Women and wars: Contested histories, uncertain futures*. Cambridge: Polity.
10. Das, J. K. (2016). *Human rights law and practice*. Delhi: PHI Learning.
11. Sriram, C. L., Martin-Ortega, O., & Herman, J. (2018). *War, conflict and human rights*. London: Routledge.

Additional Readings:

1. Kane, P. V. (1930–1962). *History of Dharmaśāstra (Ancient and mediaeval religious and civil law in India)* (Vols. 1–5). Poona: Bhandarkar Oriental Research Institute.
2. Waldron, J. (Ed.). (1984). *Theories of rights*. Oxford: Oxford University Press.
3. Meron, T. (1989). *Human rights and humanitarian norms as customary law*. Oxford: Clarendon Press.
4. An-Na'im, A. A. (Ed.). (1991). *Human rights in cross-cultural perspectives*. Philadelphia: University of Pennsylvania Press.
5. Brownlie, I. (Ed.). (1992). *Basic documents on human rights*. Oxford: Clarendon Press.
6. Lingat, R. (1973). *The classical law of India* (J. D. M. Derrett, Trans.). Berkeley: University of California Press.
7. Subramanian, S. (1997). *Human rights: International challenges*. Delhi: Manas.
8. Chesterman, S. (2001). *Just war or just peace? Humanitarian intervention and international law*. Oxford: Oxford University Press.
9. Olivelle, P. (2000). *Dharmasūtras: The law codes of Āpastamba, Gautama, Baudhāyana and Vasiṣṭha*. Delhi: Motilal Banarsidass.

10. United Nations. (2004). *A more secure world: Our shared responsibility. Report of the High-Level Panel on Threats, Challenges and Change*. New York: United Nations.
11. Olivelle, P. (2005). *Manu's code of law: A critical edition and translation of the Mānava-Dharmaśāstra*. New York: Oxford University Press.
12. Ratner, S. R., & Abrams, J. (2009). *Accountability for human rights atrocities in international law*. Oxford: Oxford University Press.
13. Donelly, J. (2013). *Universal human rights in theory and practice*. Ithaca, NY: Cornell University Press.
14. Olivelle, P. (2019). *A Dharma reader: Classical Indian law*. New York: Columbia University Press.

Continuous Assessment:

The assessment should be based on any four of the following:

1. Participation in workshops or seminars on human rights, humanitarian law, or international law.
2. Writing assignments on case studies of humanitarian intervention or IHL violations.
3. Producing short explanatory videos on concepts such as R2P, Geneva Conventions, or UNSCR 1325.
4. Simulation exercises or moot courts on humanitarian intervention or IHL application.
5. Presentation of a case study on humanitarian crises (e.g., Syria, Darfur, Rwanda, Sri Lanka).

   Book/film reviews of works or documentaries on humanitarian law and intervention (e.g., Hotel Rwanda, The Whistleblower).

THIRD YEAR: MINOR PAPERS

Difficulty Level 300-399

Credits - 4
Hours - 60

Minor 3.A.1: Philosophy of Yoga

Course Objectives:

1. To introduce learners to the definition and general principles of the Philosophy of Yoga.
2. To acquaint students with the aims and objectives of Yoga philosophy.
3. To develop awareness about the importance of balance in life and to help learners master both the theoretical and practical aspects of balanced living.
4. To ensure understanding of *Shravana*, *Manana* and *Nididhyasana* as essential tools within Patanjali's Yoga philosophy.

Learning Outcomes:

After the completion of the course, the students will:

1. Be able to introduce the Yoga Darśana.
2. Write short notes on śravaṇa, manana and nididhyāsana as important tools in Yoga Darśana.
3. Describe the importance and contribution of abhyāsa and vairāgya in one's own life.
4. Explain the fundamental principles of Aṣṭāṅga Yoga.
5. Enumerate the five external and three internal paths of Pātañjala Yoga for liberation (mokṣa).
6. Acknowledge the role of the five koshas (pañcakośa) as a means for balanced personality development.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Minor 3.A.1	**Philosophy of Yoga**	**04**	**0**	**0**	**04**

Details of Course:

Unit I **Credit 1**

- Introduction and History of Yoga Philosophy.
- Psychology of Yoga.
- Method of Self-Presentation: (Bṛhadāraṇyakopaniṣad 2.4.5) (Vedantasara)
  - Śravaṇa (Hearing)
  - Manana (Reflection)
  - Nididhyāsana (Meditation)

Unit II **Credit 1**

- Concept of Yoga: (Yogasūtra)
- Restriction of fluctuations by Abhyāsa (Practice) and Vairāgya (Passionlessness)

- Concentration

Unit III **Credit 1**

- Aṣṭāṅgayoga (Eight Folds of Yoga)
- Kriyāyoga (Yoga of action)
- Cittaprasādana (Four distinct means of mental purity leading to oneness)

Unit IV **Credit 1**

- Pancha Kosha: Theory of Personality (5 Insights of great Indian psychology)
    - Sri Aurovindo's conception of Integral Yoga.

Essential/Recommended Readings/Texts:

1. Aranya, H. (1963). *Yoga Philosophy of Patanjali*. University of Calcutta.
2. गीताप्रेस, (1993), *बृहदारण्यकोपनिषद् (सानुवाद शांकरभाष्यसहित)*, गोरखपुर : गीताप्रेस।
3. गीताप्रेस, (1993), *तैत्तिरीयोपनिषद् (सानुवाद शांकरभाष्यसहित)*, गोरखपुर : गीताप्रेस।
4. Dasgupta, S. *A History of Indian Philosophy (Vols. 1–5)*. Motilal Banarsidass.
5. Radhakrishnan, S. *Indian Philosophy (Vols. 1 & 2)*. Oxford University Press.
6. Radhakrishnan, S. *The Principal Upanishads*. HarperCollins Publishers.
7. Aurobindo, S. *The Upanishads: Translations and Commentaries*. Sri Aurobindo Ashram.

Additional Readings:

1. Ume, R. E. (1921). *The Thirteen Principal Upanishads*. Oxford: Oxford University Press.
2. Winternitz, M. (1988). *History of Indian Literature (Vol. 1, Part 1)*. Delhi: Motilal Banarsidass.
3. Iyengar, B. K. S. (2021). *Light on the Yoga Sutras of Patanjali*. New York: HarperCollins.
4. Chatterjee, S. C., & Datta, D. M. *An Introduction to Indian Philosophy*. Calcutta: University of Calcutta.
5. Gambhirananda, S. *Eight Upanishads with Commentaries of Shankaracharya*. Kolkata: Advaita Ashrama.
6. Satchidananda, S. *The Yoga Sutras of Patanjali*. Buckingham, VA: Integral Yoga Publications.
7. Bryant, E. F. *The Yoga Sūtras of Patañjali: A New Edition, Translation and Commentary*. New York: North Point Press.

Difficulty Level 300-399

Credits - 4
Hours - 60

Minor 3.A.2: Disaster Management: Humanitarian Assistance and Disaster Relief

Course Objectives:

1. Familiarise students with the concepts, scope and approaches of disaster management, including natural and man-made disasters.
2. Examine the policies, institutions and mechanisms of disaster response, recovery and rehabilitation in India and globally.
3. Analyse risk assessment and vulnerability reduction frameworks and their role in disaster mitigation.
4. Explore the role of technology, information systems and early warning mechanisms in modern disaster management.
5. Critically evaluate Humanitarian Assistance and Disaster Relief (HADR) operations conducted by the armed forces, international organisations and NGOs.
6. Enable students to appreciate the civil-military interface in disaster response and its relevance to national security and human security.

Learning Outcomes:

After the completion of the course, the students will:

1. Articulate the theories and practices of disaster management.
2. Analyse governmental and non-governmental responses to disasters.
3. Apply risk assessment and vulnerability reduction frameworks to case studies.
4. Evaluate the role of military, international organisations and civil society in disaster management and HADR.
5. Assess the potential and limitations of emerging technologies in disaster preparedness and mitigation.
6. Demonstrate critical thinking by connecting disaster management practices to humanitarian principles and national security.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
Minor 3.A.2	Disaster Management: Humanitarian Assistance and Disaster Relief	04	0	0	04

Details of Course:

Unit I Introduction to Disaster Management. **Credit 1**

- Types of disasters: Natural & Man-Made.
- Meaning, Nature, Importance of Disaster Management.
- Dimensions & Scope of Disaster Management.

Unit II Recovery, Rehabilitation & Reconstruction. Credit 1

- Rehabilitation, Reconstruction & Recovery: Concept, Meaning & Types.
- Disaster Mitigation.
- Role of different Govt. and Non-Govt. Organizations.

Unit III Risk Assessment & Vulnerability Analysis. Credit 1

- Risk Concepts, Elements & Perception of Risk.
- Risk Reduction: Strategies & international Mobilisation.
- Vulnerability: Concept, Observation & Perception.
- Physical and Social Infrastructure for Vulnerability Reduction.

Unit IV Emerging Trends in Disaster Management. Credit 1

- Use and Application of Emerging Technologies in Disaster Management.
- Early Warning Systems.
- Dissemination of information in disaster management.

Essential/Recommended Readings/Texts:

1. National Centre for Disaster Management. (2001). *Manual on natural disaster management in India*. New Delhi: NCSDM.
2. Sahni, P., Dhameja, A., & Medury, U. (2001). *Disaster mitigation: Experiences and reflections*. Delhi: PHI Learning.
3. Alexander, D. (2002). *Principles of emergency planning and management*. Oxford: Oxford University Press.
4. Sahni, P., & Ariyabandu, M. (2003). *Disaster risk reduction in South Asia*. Delhi: PHI Learning.
5. Government of India, Ministry of Home Affairs. (2004). *Disaster management in India – Country report*. New Delhi: Government of India.
6. UNISDR. (2006). *Developing early warning systems: A checklist*. Geneva: UNISDR.
7. International Federation of Red Cross and Red Crescent Societies. (2008). *Early warning – Early action*. Geneva: IFRC.
8. Kapur, A. (2010). *Vulnerability, risk and disasters in society*. London: Routledge.
9. Shaw, R. (2012). *Community-based disaster risk reduction*. Bingley: Emerald Publishing.
10. Coppola, D. P. (2015). *Introduction to international disaster management*. Amsterdam: Elsevier.

Additional Readings:

1. World Health Organisation. (1989). *Coping with natural disaster: The role of local health personnel and the community*. Geneva: WHO.
2. Quarantelli, E. L. (Ed.). (1998). *What is a disaster? Perspectives on the question*. London: Routledge.
3. Parasuraman, S., & Unnikrishnan, P. V. (Eds.). (2000). *India disasters report: Towards a policy initiative*. Oxford: Oxford University Press.
4. Gupta, K. S. (2002). Are women more vulnerable in disasters? *South-Asian.com*.
5. UNDP & GSDMA. (2002). *Coming together: Post-earthquake rehabilitation in Kutch*.
6. Wisner, B., Blaikie, P., Cannon, T., & Davis, I. (2004). *At risk: Natural hazards, people's vulnerability and disasters*. London: Routledge.
7. UNISDR. (2015). *Sendai framework for disaster risk reduction 2015–2030*. United Nations.
8. Kelman, I. (2020). *Disaster by choice: How our actions turn natural hazards into catastrophes*. Oxford: Oxford University Press.
9. National Disaster Management Authority (NDMA). *National disaster management guidelines*. New Delhi: NDMA, latest editions.
10. Vigyan Prasar (DST). *Role of Vigyan Prasar in disaster management through HAM radio*. New Delhi: Vigyan Prasar.

Continuous Assessment:

The assessment should be based on any four of the following:

1. Participation in disaster preparedness workshops (mock drills, NDMA/NDRF simulations)
2. Writing assignments on specific disaster events (e.g., Bhopal Gas Tragedy, 2004 Tsunami, Covid-19 Pandemic) focusing on lessons for HADR.
3. Producing short videos/infographics on technologies for disaster risk reduction (GIS mapping, drones, HAM radio, AI).
4. Simulation exercises or role-play (UN humanitarian coordination, armed forces disaster relief operation).
5. Presentation of a case study on community resilience or international disaster response (e.g., Cyclone Nargis, Nepal Earthquake).
6. Review of policy documents or frameworks (Sendai Framework, Hyogo Framework, NDMA Guidelines).
7. Group projects on creating a disaster management plan for a city/region of India.

Difficulty Level 300-399

Credits - 4
Hours - 60

Minor 3.A.3: Research Methodology for Sanskrit Studies

Course Objectives:

1. To introduce the basic concepts and foundational principles of research methodology relevant to Sanskrit studies.
2. To familiarize learners with the research methodologies commonly employed in Sanskrit and broader humanities disciplines.
3. To emphasize the need, importance and scope of primary research methodology within the field of Sanskrit.
4. To acquaint students with essential research procedures, including topic selection, hypothesis formulation, collection of primary materials and effective use of e-resources and research tools.
5. To equip researchers with a clear understanding of the concept, process and steps involved in proper referencing.

Learning Outcomes:

After the completion of the course, the students will:

1. Be able to present various research methodologies suitable for Sanskrit studies.
2. Be able to articulate the methods used in determining a research topic.
3. Be able to list various research methodologies employed by Sanskrit scholars for different research streams.
4. Be able to explain the characteristics of the survey method, along with its associated tools and steps.
5. Be able to define the concept of research referencing, its process, types and computer software.
6. Be able to analyze computer tools for converting Devanagari text into IAST and Itrans forms.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Minor 3.A.3	Research Methodology for Sanskrit Studies	04	0	0	04

Details of Course:

Unit I Theoretical concept of Research. **Credit 1**

- Introduction, Objectives and Types of Research.
- Outline of Research Work.
- Research Methodologies.

- Topic Selection and Writing Methods.
- Material Collection: Primary and Secondary.
- E-Recourses and Research Tools.

Unit II Literature Review. **Credit 1**

- Brief Introduction of Survey.
- Methods of Survey.
- Tools and Techniques of Survey.
- Step of the Survey.

Unit III Referencing. **Credit 1**

- What is Referencing?
- Steps of Referencing.
- How to make references?
- Citation and Citation in Text, Various patterns of Citation in Text and Sample.
- Various Software for Referencing.
- Components of referencing:

- Book.
- Dictionary.
- Journal.
- Conference.
- News Paper.
- Magazine.
- Report.
- Government Publications.
- Thesis.
- Dissertation.
- Web Pages.
- Internet Resources.
- Personal Communications. (Written, Oral and email)
- Lectures.
- Video.
- DVD.
- Films etc.

- Introduction of Various Style Sheets of Referencing and detail Introduction of the style for Sanskrit.
- Creation Methods of Reference List and Samples.

Unit IV Transliteration. **Credit 1**

- Transliteration Schemes.
- International Alphabet of Sanskrit Transliteration (IAST).
- Indian languages Transliteration (ITRANS).
- Introduction to available computational tools for converting.
- Devanagari Texts to IAST and TTRANS.

Essential/Recommended Readings/Texts:

1. शर्मा, डॉ. विनय मोहन, (1967), *शोधप्रविधि,* दिल्ली : नेशनल पब्लिशिंग हाउस।
2. Kothari, C. R. (2004). *Research methodology: Methods and techniques.* New Delhi: New Age International.
3. Yelikar, K. S. (2009). *Essentials of research methodology & dissertation writing (FOGSI).* New Delhi: Jaypee Brothers Medical Publishers.
4. नगेन्द्रः, डॉ., (2010), *अनुसन्धानस्य प्रविधि-प्रक्रिया,* नवदेहली : राष्ट्रिय-संस्कृत-संस्थानम्।
5. द्विवेदी, प्रो. प्रभुनाथ एवं चौबे, डॉ. सुरेशचन्द्र, (2017), *संस्कृत शोध-प्रविधि,* वाराणसी : शारदा संस्कृत संस्थान।
6. मिश्र, प्रो. अभिराज राजेन्द्र एवं मिश्र, डॉ. राजेशकुमारी, (2022), *शोधप्रविधि एवं पाण्डुलिपिविज्ञान,* इलाहाबाद : अक्षयवट प्रकाशन।
7. MakeUse Of. *5 PowerPoint tips to improve presentation skills overnight.* Retrieved from http://www.makeuseof.com/tag/5-powerpoint-tips-improve-presentation-skills-overnight/

8. Subagini. *Effective presentation skills.* Retrieved from https://www.slideshare.net/subagini/effective-presentation-skills-28512891
9. Free PowerPoint Templates. *18 tips to improve presentation skills.* Retrieved from http://www.free-power-point-templates.com/articles/18-tips-to-improve-presentation-skills/

Additional Readings:

1. http://shodhganga.inflibnet.ac.in/bitstream/10603/12164/11/11_chapter%204.pdf
2. http://shodhganga.inflibnet.ac.in/bitstream/10603/29975/12/12_chapter%205.pdf
3. http://www.baraha.com/
4. http://www.chicagomanualofstyle.org/home.html
5. http://www.chicagomanualofstyle.org/home.html

Difficulty Level 300-399

Credits - 4
Hours - 60

Minor 3.A.4: Vyūhas: Tactical Positions

Course Objectives:

1. To familiarise students with the concept of Vyūhas in warfare with relevance to standard tactical aspects.
2. To analyze the relevance of study of VYUHA as an art of warfare and it's applicability in modern warfare.
3. To apply the scientific principles of Vyūhas in modern day technological warfare.
4. To improve upon some of the tactical concepts in deployment of Vyūhas in conventional warfare.
5. To explore if technology can miniaturise the large scale deployment of Vyūhas.

Learning Outcomes:

After the completion of the course, the students will:

1. Explain the concepts and principles of employment of Vyūhas.
2. Visualise the employability of Vyūhas in modern warfare by application of technology.
3. Modify the structure and organisation of Vyūha keeping in view the changing needs of modern warfare.
4. Adopt the Vyūha concepts by integrating technology in present day warfare.
5. Relate classical strategic thought of Vyūha to modern technological challenges.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
Minor 3.A.4	Vyūhas: Tactical Positions	04	0	0	04

Details of Course:

Unit I Introduction to Vyūhas. **Credit 1**

- Introduction to Vyūhas.
- Definition of Vyūha.
- Structure of Vyūha.
- Composition of Vyūha.

Unit II Principles of Vyūhas. **Credit 1**

- Strength of Vyūha.
- Principles Affecting Vyūha Formation.
- Terrain Consideration of Vyūha.

Unit III Features of Vyūhas. **Credit 1**

- Characteristics of Vyūhas.
- Choice of Commanders.
- Communications in Vyūha.
- Logistics of Vyūha.

Unit IV Application of Vyūhas. **Credit 1**

- Communications in Vyūha.
- Case Studies.
- Chakravyuha.

Essential/Recommended Readings/Texts:

1. Śukranīti. (1882). (G. Oppert, Ed.). Madras: Government Press.
2. Mahābhārata. (1933–1966). *Critical edition*. Pune: Bhandarkar Oriental Research Institute.
3. Padma Purāṇa. (1988). (N. A. Deshpande, Trans.). Delhi: Motilal Banarsidass.
4. Agni Purāṇa. (1990). (N. A. Deshpande, Trans.). Delhi: Nag Publishers.
5. Bakshi, G. D. (2002). *The art of warfare in India*. New Delhi: Knowledge World.
6. Chenji, V. (2015). *Vyūhas: The lost art*. Hyderabad: Self-published.

Additional Readings:

1. Kangle, R. P. *The Kauṭilīya Arthaśāstra, Part II: Translation with Critical and Explanatory Notes.* Delhi: Motilal Banarsidass, 1992.
2. Sharma, R. S. *Aspects of Political Ideas and Institutions in Ancient India.* Delhi: Motilal Banarsidass, 1991.
3. Roy, Kaushik. *Hinduism and the Ethics of Warfare in South Asia: From Antiquity to the Present.* Cambridge: Cambridge University Press, 2012.
4. Singh, Sarva Daman. *Ancient Indian Warfare: With Special Reference to the Vedic Period.* Delhi: Motilal Banarsidass, 1997.
5. Sen, Surendra Nath. *Military System of the Marathas.* Calcutta: Orient Longman, 1958.
6. Dutt, Manmatha Nath, trans. *The Mahābhārata: Sanskrit Text with English Translation.* Vols. 1–18. Calcutta: Elysium Press, 1895–1905.
7. Bakshi, G. D. *Mahabharata: A Military Analysis.* New Delhi: Lancer International, 1991.
8. Rashtriya Sanskrit Vidyapeetha. *E-Mahabharata.* Tirupati: Tirumala Tirupati Devasthanams (TTD) & Rashtriya Sanskrit Vidyapeetha (RSVP) Joint Project, 2008.
9. Sensarma, Major P. *Kurukshetra War: A Military Study.* Calcutta: Dhiren Roy, 1975.
10. Rajagopalachari, C. *Mahabharata.* Mumbai: Bharatiya Vidya Bhavan, 2002.

FOURTH YEAR: MINOR PAPERS

Difficulty Level 400-499

Credits - 4
Hours - 60

Major 4.A.1: Indian Legal System

Course Objectives:

1. To introduce students to the fundamental concepts and various dimensions of law.
2. To examine the dynamic relationship between legal continuity and social change.
3. To explore the historical and societal role of people in shaping and transforming legal systems.
4. To develop an understanding of how legal frameworks should respond to societal needs and values.

Learning Outcomes:

After the completion of the course, the students will:

1. Acquire a general understanding of various aspects of law.
2. Understand the tensions between forces of change and the status quo.
3. Appreciate the role of people in the evolution of law.
4. Learn how a legal system must be sensitive to the needs of the people.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 4.A.1	Indian Legal System	04	0	0	04

Details of Course:

Unit I Concept of law in the Indian knowledge system. **Credit 1**

- Vyavahara as Law.
  - difference between dharma and vyavahara.
- Survey of vyavahara.
  - Literature Smritis.
  - Commentaries.
  - Nibandhas.
- Peoples' Practices and the letter of law Custom as a source of law.
- Fundamental Principles of Vyavahara.

Unit II Wealth based Disputes. **Credit 1**

- Labour and Employment.
- Market Operations.
- Finance and Banking.
- Commercial Enterprises.

- Laws of Inheritance.

Unit III Violence based disputes. **Credit 1**

- Law of Insolent speech.
- Law of injury and Death.
- Crimes against women.

Unit IV Procedure and Evidence. **Credit 1**

- Types and hierarchy of courts.
- Legal procedure –
    - Plaint.
    - Prima Facie Assessment.
    - Summons.
    - Injunctions.
    - Reply.
    - Judgement.
- Laws of Evidence.
- Legal Interpretation and Growth of law.

Essential/Recommended Readings/Texts:

1. Sarkar, Kishori Lal, (1924), *Mimamsa Principles of Interpretation* (Rev. by Matkandey)
2. मांगलिक रोहित, (2023), भारतीय विधि व्यवस्था का परिचय, एडुगोरिल्ला पब्लिकेशन, लखनऊ, उत्तरप्रदेश।
3. Mathur, A. D., *Medieval Hindu Law*, New Delhi: Oxford University Press.
4. Kane, P. V., *History of Dharma Shastra*, Pune: Bhandarkar Oriental Research Institute.
5. Lingat, Robert, *Classical Hindu Law*.

Difficulty Level 400-499

Credits - 4
Hours - 60

Minor 4.A.2: Theories of War and Peace

Course Objectives:

1. To provide students with a comprehensive understanding of the theoretical, historical and empirical debates surrounding the causes of war and conditions of peace.
2. To familiarise students with the classical and contemporary theories of international conflict, including systemic, state and individual-level analyses.
3. To critically engage with the changing nature of conflict: from traditional interstate wars to civil wars, insurgencies, terrorism and hybrid warfare.
4. To analyse the processes of escalation, termination and resolution of wars in international politics.
5. To encourage students to apply theoretical insights to case studies of historical and contemporary conflicts, bridging theory with practice.
6. To develop students' ability to suggest innovative and practical approaches for peacebuilding and conflict mitigation in the 21st century.

Learning Outcomes:

After the completion of the course, the students will:

1. Demonstrate a solid grasp of theoretical and conceptual frameworks in the study of war and peace.
2. Analyse causes, patterns and consequences of war at different levels of analysis.
3. Apply theories of war to real-world historical and contemporary cases.
4. Explain changing character of war and its implications for global and national security.
5. Critically evaluate strategies of conflict prevention, management and resolution.
6. Articulate insights into how peace can be sustained in a complex, multipolar and conflict-prone world.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
Minor 4.A.2	Theories of War and Peace	04	0	0	04

Details of Course:

Unit I Theoretical and Conceptual Issues. **Credit 1**

- Defining War and Level-of-Analysis.
- Typologies of War.
- Dyadic Balance of Power.
- Theory of Unipolar Politics.

- Polarity in the International System.

Unit II Balancing and Power-Transition. **Credit 0.5**

- Hegemonic Stability Theory.
- Lateral Expansion theory
- Power Cycle Theory

Unit III Causes of War. **Credit 0.5**

- Economic, Ideological, Cultural, Religion and Race.
- Nationalism and War.
- Militarism.
- Disputes, Crises and Escalation.

Unit IV Conflict and Security in the Third World. **Credit 1**

- Ethno-nationalism - Ethnicity and Civil wars.
- General Treatments of Third World Security.
- Alliance Formation in the Third World.
- Intervention and termination in Civil Wars.

Unit V Consequences. **Credit 0.5**

- Winners and Losers.
- Economic Costs of War.
- The Diffusion of War.
- Long-term consequences.

Unit VI Future of War and Ways of Peace. **Credit 0.5**

- Gender and Conflict in Future Wars.
- Peace through negotiations.
- Just War.
- Revolution in Military Affairs.
- Win-Win Game.

Essential/Recommended Readings/Texts:

1. Waltz, K. (1959). *Man, the state and war*. New York: Columbia University Press.
2. Singer, J. D. (1961). The level-of-analysis problem in international politics. In *The international system: Theoretical essays*. Princeton: Princeton University Press.
3. Waltz, K. (1979). *Theory of international politics*. New York: McGraw-Hill.
4. Gilpin, R. (1981). *War and change in world politics*. Cambridge: Cambridge University Press.
5. Gaddis, J. (1986). The long peace: Elements of stability in the postwar international system. *International Security, 10*(4), 99–142.
6. Blainey, G. (1988). *The causes of war*. New York: Free Press.

7. Bremer, S. (1992). Dangerous dyads: Conditions affecting the likelihood of interstate war, 1816–1965. *Journal of Conflict Resolution, 36*(2), 309–341.
8. Doyle, M. (1997). *Ways of war and peace: Realism, liberalism and socialism*. New York: W. W. Norton.
9. Vasquez, J. A. (2009). *The war puzzle revisited*. Cambridge: Cambridge University Press.
10. Levy, J. S., & Thompson, W. R. (2010). *Causes of war*. Oxford: Wiley-Blackwell.

Additional Readings:

1. Doran, C., & Parsons, W. (1980). War and the cycle of relative power. *American Political Science Review, 74*(4), 932–946.
2. Rotberg, R. I., & Rabb, T. K. (Eds.). (1988). *The origin and prevention of major wars*. Cambridge: Cambridge University Press.
3. Rasler, K., & Thompson, W. R. (1989). *War and state making*. London: Unwin Hyman.
4. Mearsheimer, J. (1994/95). The false promise of international institutions. *International Security, 19*(3), 5–49.
5. Keohane, R. O., & Martin, L. (1995). The promise of institutionalist theory. *International Security, 20*(1), 39–51.
6. Mearsheimer, J. (2001). *The tragedy of great power politics*. New York: W. W. Norton.
7. Doyle, M. (2011). *Liberal peace and liberal internationalism*. London: Routledge.
8. Goldstein, J. S. (2011). *Winning the war on war: The decline of armed conflict worldwide*. London: Penguin.
9. Kaldor, M. (2012). *New and old wars: Organized violence in a global era*. Cambridge: Polity Press.
10. Coker, C. (2015). *Future war*. Cambridge: Polity Press.

Continuous Assessment:

The assessment should be based on any four of the following:

1. Analytical essays/writing assignments on theories of war (e.g., applying balance of power theory to WWI, or hegemonic stability theory to US-China rivalry)
2. Simulation exercises/war games (e.g., crisis escalation scenarios, negotiation role plays)
3. Presentation of case studies (e.g., Gulf War, Yugoslav Wars, Iraq 2003, Russia-Ukraine war)
4. Producing short videos/infographics explaining key theories (e.g., Power Transition Theory, Just War Theory)
5. Participation in peace and conflict workshops organised by think tanks, universities, or NGOs.
6. Book/Article review assignments (e.g., Vasquez's War Puzzle Revisited or Blainey's Causes of War)

   Debates and panel discussions on contemporary conflicts and peace processes (e.g., "Is peace possible in the Middle East?")

Difficulty Level 400-499

Credits - 4
Hours - 60

Major 4.A.3: Vedanga Jyotisha and Scientific Wisdom

Course Objectives:

1. To teach the students the fundamentals of ancient astronomy.
2. To introduce the calculation of time according to traditional methods.
3. To explain the Vedic calendar system and its significance.
4. To provide an overview of the history and development of Indian astrology.
5. To familiarize students with the various branches of Indian astrology.
6. To offer a brief introduction to the contributions of ancient ācāryas in this field.

Learning Outcomes:

After the completion of the course, the students will:

1. Be able to narrate the ancient Indian methods of astronomical calculation.
2. Be able to denote the development and structure of the traditional calendar system.
3. Gain insight into the importance and relevance of astrology in daily life.
4. Demonstrate the underlying concepts and significance of the *Pañcāṅga* (Hindu almanac).

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 4.A.3	Vedanga Jyotisha and Scientific Wisdom	04	0	0	04

Details of Course:

Unit I **Credit 1**

- Purpose and Benefits of Astronomical Calculations, Importance of Mathematics and the Rule of Three (Lagadha's Jyotisha (Yājusha Jyotisha) - Padya Saṅkhyā: 1, 2, 3, 4, 42, 43.)
- Vedic Mathematics, Five Sutras by Swami Shri Bharati Krishna Tirtha Maharaj
- Pāribhāṣika śabdāvalī –
  - Mathematics.
  - Types of Mathematics.
  - Abstract Mathematics.
  - (Bījagaṇita) – Algebra.
  - (Kalan) – Calculus.
  - (Saṅkhyā Siddhānta) – Number Theory.
- Applied Mathematics:
  - (Gativijñāna) – Kinematics / Dynamics.
  - (Sthitivijñāna) – Statics.
  - (Khagol Vijñāna) – Astronomy / Celestial Mechanics.
- Mathematical Terms:
  - Number (Saṅkhyā)

- Digit (Aṅka)
- Zero (Śūnya)
- Infinity (Ananta)
- Decimal (Daśamalava)
- Square (Varga)
- Square Root (Vargamūla)
- Cube (Ghana)
- Cube Root (Ghanamūla)
- Hypotenuse (Śara / Karṇa)
- Sine (Trigonometric) (Jya)
- Cosine (Koṭijyā)
- Tangent (Sparśajyā)
- Volume (Āyatana)
- Root (Mūla)
- Surd (Irrational Root) (Karaṇī)
- Equation (Samīkaraṇa)
- (Rajju) – Line or Rope (used for measuring; also refers to straight line)

- Arc (Chāpa)
  - Angle (Koṇa)

Unit II **Credit 1**

- General Introduction to the Pañcāṅga (Hindu Calendar Elements):
  - **Tithi** – *Lunar Day.*
  - **Vāra** – *Weekday.*
  - **Nakṣatra** – *Lunar Constellation.*
  - **Yoga** – *A specific combination of Sun and Moon's positions.*
  - **Karaṇa** – *Half of a Tithi (used in determining auspicious times)*

- Āryabhaṭṭīyam – Āryabhaṭa's Golapāda **(Verses 1–22)**
  - From Verse: "Meṣādeḥ katyāntam ... to svadhiyā ca kālasamam" up to 11th verse.
  - Description of the Earth and Celestial Sphere *(Bhoogola)*
  - Description of Astronomy (*Khagola)*

Unit III **Credit 1**

- A Brief History of Indian Mathematics and Astronomy
- Vedāṅga Jyotiṣa (One of the earliest Indian texts on astronomy, part of the Vedāṅgas)
- Śulba Sūtras (Ancient texts dealing with geometry, especially for altar construction)
- Pañcasiddhāntikā –
  - "The Five Astronomical Canons" (a work by Varāhamihira summarizing five earlier astronomical systems)
- Sūrya Siddhānta (A foundational Sanskrit text on Indian astronomy)
- Brahmagupta (7th-century mathematician and astronomer known for his work on zero and arithmetic operations)
- Śrīdharācārya (Mathematician known for contributions to algebra, including methods for solving quadratic equations)
- Āryabhaṭa II (A later astronomer and mathematician, not to be confused with the earlier Āryabhaṭa)
- Śrīpati (Mathematician and astrologer active in the 11th century)

- Bhāskarācārya (Bhāskara II) (12th-century mathematician known for his works Līlāvatī and Bījagaṇita)
- Gaṇeśa Daivajña (Medieval astronomer and commentator on earlier works)
- Kamalākara (17th-century astronomer known for his astronomical treatises)
- Jai Singh (Sawai Jai Singh II) (18th-century king and astronomer, known for constructing observatories (Jantar Mantar) in India)

Unit IV **Credit 1**

- Major Ancient Yajñas (Sacrificial Rituals) and Observatories for Astronomical Calculations.
- Nāḍīvalaya Yantra (Equinoctial Dial)
- Yāmyottarīya Turīya Yantra (Instrument for measuring meridional altitude) (North-South quadrant instrument)
- Samrāṭ Yantra (Samrāṭ-Palabha Yantra) (The "King of Instruments"; a large sundial used for accurate time measurement)
- Śaṅku Yantra (Gnomon or shadow instrument for altitude measurement)
- Tārāmaṇḍala (Celestial Sphere or Planetarium)
- Chakra Yantra (Circular instrument for astronomical observations)
- Yāmyottara Dharātalīya Turīya Yantra (Meridian ground quadrant instrument)
- Krāntivṛtta Yantra (Ecliptic ring instrument used to measure celestial latitude and longitude)
- Tulā-Karka-Makara Rāśi Valaya Yantra (Zodiacal ring instrument for Libra, Cancer and Capricorn signs)
- Ṣaṣṭhāṁśa Yantra (Sextant-type instrument - divides the sky into sixths for measurement).
- Jaipur Observatory (Jantar Mantar) – (Constructed by Maharaja Jai Singh II)
- Kashi Observatory (in Varanasi) – (Traditional center for astronomical studies)
- Jantar Mantar (Delhi) (Another major observatory built by Jai Singh II for precise astronomical observations)

Essential/Recommended Readings/Texts:

1. Aryabhata, (1976), *Aryabhatiya of Aryabhata with the commentary of Bhaskara I and Somesvara*, Edited by K.S. Shukla, New Delhi, Indian National Science Academy.
2. कपिलेश्वरशास्त्री, (1987), *सूर्यसिद्धान्तम् (तत्त्वामृतभाष्योपपत्तिटिप्पणी सहित)*, वाराणसी : चौखम्बा संस्कृत संस्थानम्।
3. लगधाचार्य सोमाकरः, (2008), *लगधज्योतिष (याजुष् व आर्य संस्करणम्)*, (सुधाकर भाष्य, लघुविवरण संस्कृत टीका, विस्तृत भूमिका, सान्वयानुवाद व सुयशा हिन्दी टीका सहित, डा. पुनीता शर्मा), दिल्ली : नाग पब्लिशर्स।

4. Tirthaji Maharaja, Jagadguru Swami Sri Bharati Krsna, *Vedic Mathematics*, Delhi, Motilal Banarasidass.

Additional Readings:

1. गोरखप्रसादः, (1974), *भारतीयज्योतिषकाइतिहासः*, लखनऊ : उत्तरप्रदेशहिन्दीसंस्थानम्।
2. दीक्षितः, शंकरबालकृष्णः, (1990), *भारतीयज्योतिषम्*, लखनऊ : उत्तरप्रदेशहिन्दीसंस्थानम्।
3. शर्मा, कल्याणदत्तः, (1994), *वेधशालापरिचयपुस्तिका*, दिल्ली : लालबहादुरशास्त्रीराष्ट्रीयसंस्कृतविद्यापीठम्।
4. द्विवेदी, भोजराजः, (2002), *आचार्यवराहमिहिरकज्योतिषेयोगदानम्*, दिल्ली : रञ्जन पब्लिकेशन।

Difficulty Level 400-499

Credits - 4
Hours - 60

Minor 4.A.4: War and Gender

Course Objectives:

1. To introduce students to the concept of gender and its relevance in understanding war, armed conflict, peace and security.
2. To familiarise students with feminist perspectives on international relations, security and conflict studies.
3. To critically assess the gendered nature of war—how men and women experience, participate in and are represented in conflicts.
4. To understand the role of women in military and peace institutions and the debates surrounding effectiveness and integration.
5. To explore the legal frameworks of gender justice and prosecution of gender-based crimes under international humanitarian law.
6. To contextualise global debates on gender and security in the Indian scenario, including the integration of women in the Indian armed forces and police.
7. To enhance analytical and research skills through case studies, debates and policy analysis on gender and war.

Learning Outcomes:

After the completion of the course, the students will:

1. Define and critically analyse key concepts such as gender, patriarchy, intersectionality and performativity in relation to war and security.
2. Evaluate feminist theories of war and security and their critique of traditional security studies.
3. Demonstrate knowledge of gendered roles in armed conflicts—both as perpetrators and as victims.
4. Analyse the opportunities and challenges of women's integration in military and peacekeeping operations across different states.
5. Assess the significance of gender justice and international law in addressing wartime sexual violence and gender-based crimes.
6. Develop the ability to contextualise global debates on gender and war in the Indian defence and security framework.
7. Engage in independent research and produce presentations or papers on gendered perspectives of conflict and peace.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
Minor 4.A.4	War and Gender	04	0	0	04

Details of Course:

Unit I Understanding Gender. **Credit 0.5**

- Gender: Meaning, Concept and Significance.
- Notions of sexuality, intersectionality, embodiment and performativity.
- Deconstructing Femininities and Masculinities.
- Understanding patriarchy and its impact on men, women and security.

Unit II Gender and War. **Credit 1**

- Feminist theories of war.
- Gendering the actors of war/armed conflict: Men and Women as soldiers.
- Gendering Victims of war/armed conflict: Crimes against men and women in times of war (Case studies: Vietnam war and its gendered impact on US Soldiers)
- War, migration and women refugees.

Unit III Gender and Security. **Credit 1**

- Why study gender in security studies.
- Security Theories and Feminist contributions to security studies.
- Gender and Security Institutions.
- Gender as driver for war : Women as 'weapons of war'
- Gender, Terrorism and Violence.
- Human Security and its significance.

Unit IV Gender and Military Effectiveness **Credit 0.5**

- Women in Security Institutions: Opportunities and Challenges.
- NATO Armed Forces – Debates on Gender Integration and Combat Effectiveness
- Women in United States Armed Forces.
- Role of women in counter-insurgency operations: Case study of Female Engagement Teams (FETs) of US Marines in Afghanistan.
- Women in Israeli Defence Forces.
- Integration of women in Indian Armed Forces and Police: Opportunities and Challenges.

Unit V Gender Justice and International law. **Credit 0.5**

- Gender justice: Meaning, Concepts and Significance
- United Nations Resolution 1325
- Gender in International Humanitarian Law
- Prosecution of gender-based crimes in international law
- The role of gender in the war on terror

Unit VI Gender and Peace. **Credit 0.5**

- Understanding peace-building and peacekeeping through gendered lens: Implications and Challenges.
- The expanded role of women in UN peacekeeping.
- Women Warriors vs. Women Peacemakers.

Essential/Recommended Readings/Texts:

1. Addis, E., et al. (Eds.). (1994). *Women soldiers: Images and realities*. New York: St. Martin's Press.
2. Lorentzen, L. A., & Turpin, J. (Eds.). (1998). *The women & war reader*. New York: New York University Press.
3. Moser, C. O. N., & Clark, F. C. (Eds.). (2001). *Victims, perpetrators or actors? Gender, armed conflict and political violence*. London: Zed Books.
4. Goldstein, J. S. (2003). *War and gender: How gender shapes the war system and vice versa*. Cambridge: Cambridge University Press.
5. Mazurana, D., Raven-Roberts, A., & Parpart, J. (Eds.). (2005). *Gender, conflict and peacekeeping*. Lanham: Rowman & Littlefield.
6. Sjoberg, L. (2009). *Gender and international security: Feminist perspectives*. London: Routledge.
7. Cohn, C. (Ed.). (2013). *Women and wars: Contested histories, uncertain futures*. Cambridge: Polity Press.

Additional Readings:

1. Tickner, J. A. (1992). *Gender in international relations: Feminist perspectives on achieving global security*. New York: Columbia University Press.
2. Enloe, C. (2000). *Maneuvers: The international politics of militarizing women's lives*. Berkeley: University of California Press.
3. Caprioli, M. (2000). Gendered conflict. *Journal of Peace Research, 37*(1), 51–69.
4. Alison, M. (2009). *Women and political violence: Female combatants in ethno-national conflict*. London: Routledge.
5. Sjoberg, L., & Via, S. (Eds.). (2010). *Gender, war and militarism: Feminist perspectives*. Santa Barbara: Praeger.
6. Shepherd, L. J. (2012). *Gender, violence and popular culture: Telling stories*. London: Routledge.
7. Enloe, C. (2014). *Bananas, beaches and bases: Making feminist sense of international politics* (2nd ed.). Berkeley: University of California Press.
8. Duncanson, C. (2016). *Gender and peacebuilding*. Cambridge: Polity Press.
9. Kirby, P., & Shepherd, L. J. (2016). The futures past of the Women, Peace and Security agenda. *International Affairs, 92*(2), 373–391.
10. UN Women. *Women, Peace and Security: Annual report*. Various years.

Continuous Assessment:

The assessment should be based on any four of the following:

1. Research-based writing assignments on gender and war (e.g., "Feminist critiques of Just War theory" or "Women in the Indian Armed Forces: Challenges and Opportunities").
2. Case study presentation on gendered impact of war (e.g., women in Rwanda, Bosnia, Afghanistan, or the gendered consequences of the Vietnam War).
3. Role-play / Simulation exercise (e.g., UN peace negotiations with gender-sensitive mandates, mock debate on UNSC Resolution 1325).
4. Producing short video/infographic projects (e.g., explaining "Gender and War Crimes" or "Women in UN Peacekeeping Operations").

5. Participation in workshops/seminars on gender and security organised by universities/think tanks/NGOs.
6. Debates on contemporary issues (e.g., “Should women serve in combat roles in India?”).
7. Book/Article review assignments (e.g., review of Cynthia Enloe’s Bananas, Beaches and Bases or Goldstein’s War and Gender)